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ABSTRACT

In fall 1995, the United States had 27,686 private elementary and secondary schools. Data on these private schools, organized by school size, school level, religious orientation, geographical region, community type, and program emphasis are presented in this report. The information was collected from the Private School Survey, which was designed to collect data from all private schools in the 50 states and the District of Columbia. The tables contained in the report classify data using three classificatory schemes: private school typology, religious and non-sectarian categories, and association membership. Results show that of the three primary types of private schools--Catholic, other religious, and non-sectarian--other religious schools were the most numerous (47 percent), followed by Catholic schools (30 percent) and non-sectarian schools (23 percent). However, of the approximately 5 million students enrolled in the nation's private schools, Catholic schools had more students (50 percent) than other types of private schools. Regions with the most private schools were the Midwest (27 percent) and South (29 percent). The region with the fewest private schools was the West (21 percent). Eighty percent of the schools emphasized a regular elementary/secondary program. Numerous charts and tables provide additional statistics. (RJM)

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Private School Universe Survey, 1995–96

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Statistical Analysis Report March 1998

Private School Universe Survey, 1995–96

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We are interested in your reaction to the information presented here about the Private School Universe data collection system. We welcome your recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

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Introduction

This report on the private school universe presents data on schools with grades kindergarten through twelve by school size, school level, religious orientation, geographical region, community type and program emphasis. The number of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity and grade level.

Tables present data by three classification schemes: private school typology, religious and non-sectarian categories, and association membership. The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics (NCES). Each of the primary divisions (Catholic, Other Religious, and Non-sectarian) is subdivided into three additional categories: Catholic into Parochial, Diocesan, and Private order; Other Religious into Conservative Christian, Affiliated with a national denomination or other religious school association, and Unaffiliated; and Non-sectarian into Regular program, Special emphasis, and Special education.[1]

The Private School Survey (PSS) is designed to collect data from all private schools in the 50 states and the District of Columbia. This survey, conducted in 1995–96 by the U.S. Bureau of the Census for the National Center for Education Statistics, is the data source for this report. The counts presented in this report are estimates derived from an area frame as well as a census of lists; an estimate of the total undercount is given on pages 34 and 35. The survey design is described in the Technical Notes section of the report, pages 25–38. Although, beginning in 1995 the PSS definition of a school was expanded to include those schools for which a kindergarten was the highest grade, referred to as kindergarten-terminal (k-terminal) schools, all estimates presented in this report, unless otherwise stated, will be for schools (traditional schools) meeting the more restrictive pre-1995 PSS definition of at least one of grades 1 through 12. Due to differences between the 1995–96 and earlier collections (see "Comparability with Other Estimates" in the Technical Notes), estimates for school year 1995–96 only are presented with estimates for earlier years of the PSS given in table TN8 of the Technical Notes section.

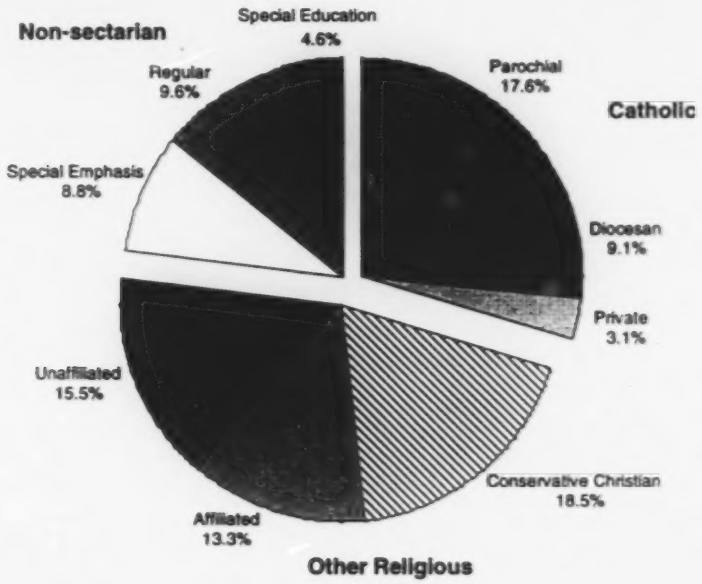
Selected Results

Schools: In the fall of 1995 there were 27,686 private elementary and secondary schools in the United States. Among these schools there was considerable diversity as to orientation and affiliation. Of the three primary types of private schools, Catholic, other religious, and non-sectarian, other religious schools were the most numerous, followed by Catholic schools, and then by non-sectarian schools, representing 47, 30, and 23 percent of all private schools, respectively (table 1 and figure 1). Parochial schools were the most numerous type of Catholic schools, followed by diocesan, and then by private order schools. Among the three categories of other religious schools, conservative Christian, affiliated, and unaffiliated, the largest group was the conservative Christian schools, followed by the unaffiliated schools, and then by the affiliated schools. Of the non-sectarian schools, there were fewer special education schools than regular or special emphasis schools.

Regions with the most private schools were the Midwest (27 percent) and South (29 percent); the region with the fewest was the West (21 percent). Ninety-one percent of private schools offered at least some elementary grades, 61 percent offered elementary grades, and 30 percent offered a combination of elementary and secondary grades; while the remaining 9 percent offered secondary grades only. Most private schools (80 percent) emphasized a regular elementary, secondary program. The other program emphasis categories, Montessori, special emphasis, special education, and alternative, each contained fewer than 10 percent of private schools.

[1] For a description of the typology see the definitions in the Technical Notes section of the report, page 25.

Figure 1.—Percentage of private schools by typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

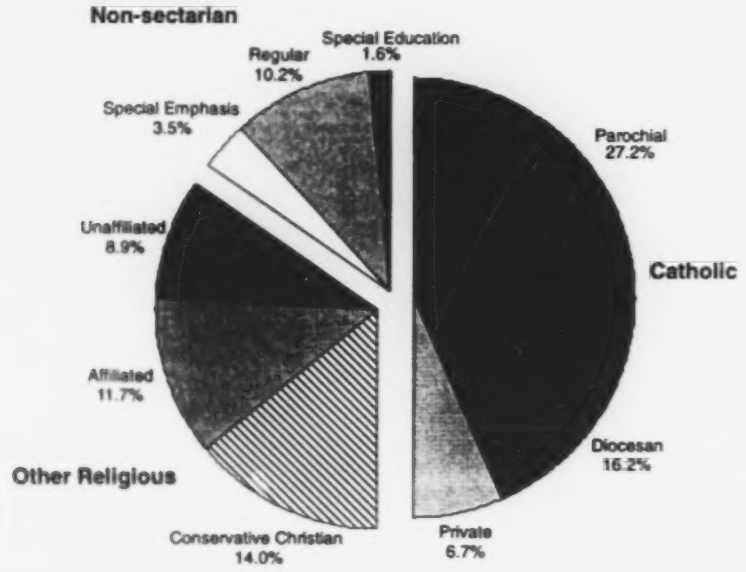
Enrollment: Approximately 5 million students were enrolled in the Nation's private schools in the fall of 1995 representing approximately 10 percent of the total elementary and secondary students in the United States.[2]

In contrast to the number of schools, more students were enrolled in Catholic schools than in other religious schools, 50 and 35 percent of total private enrollment, respectively (table 1 and figure 2). Like the number of schools, enrollment in non-sectarian schools, representing 15 percent of all private students, was less than that of Catholic or other religious schools. That Catholic schools represent approximately one-third of all private schools while containing half of private school students is an indication that the distribution of schools by size is not the same for the three types of schools. In fact, the percent of schools which are small (less than 150 students) is three times greater for other religious (72 percent) and non-sectarian (78 percent) schools than that of Catholic schools (19 percent) (table 12). The pattern of enrollment for the three categories of Catholic schools mirrored that of the number of schools; more students were enrolled in parochial schools, followed by diocesan schools, and then by private order schools. Among the three categories of other religious schools, enrollment, like the number of schools, was greatest in conservative Christian schools. But, in contrast to the number of schools, enrollment in affiliated schools was greater than in unaffiliated schools. Of the non-sectarian schools, regular schools had more students, followed by special emphasis schools, and then by special education schools.

Approximately 56 percent of private school students were enrolled in elementary schools, 16 percent were enrolled in secondary schools, and 28 percent were enrolled in combined schools. Almost 92 percent of private school students were enrolled in schools with a regular elementary, secondary program emphasis. Less than 5 percent of private school students were enrolled in schools featuring any one of the other categories of program emphasis.

[2] Public school enrollment is estimated by subtracting public nursery school enrollment from the estimated 1995–96 total public enrollment (U.S. Department of Education, National Center for Education Statistics *Digest of Education Statistics 1996*, NCES 96-133).

Figure 2.—Percentage of private students by typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

About three-quarters (80 percent) of private school students were white, non-Hispanic; while 9, 8, 0.4, and 5 percent were black non-Hispanic, Hispanic, Native American, or Asian/Pacific Islander, respectively (table 15).[3] Almost half of all private school students attended schools that were located in urban areas, approximately forty percent attended schools that were located in an urban fringe or a large town, while only 11 percent attended rural schools (table 1).

Teachers: The Nation's private school students were taught by approximately 362,000 full-time equivalent (FTE) teachers (table 1). The distribution of FTE teachers among the three types of private schools was analogous to that of enrollment, with more FTE teachers being employed by Catholic schools (39 percent), followed by other religious schools (38 percent), and then by non-sectarian schools (23 percent) (table 1 and figure 3). The pattern of enrollment for the three categories of Catholic schools mirrored that of the number of schools and students; more FTE teachers were teaching in parochial schools, followed by diocesan schools, and then by private order schools. For other religious and non-sectarian schools the number of FTE teachers followed the same pattern as enrollment. Among the three categories of other religious schools, conservative Christian school employed the most teachers, followed by affiliated schools and then by than unaffiliated schools. Of the non-sectarian schools, more FTE teachers were employed by regular schools, followed by special emphasis schools, and then by special education schools.

Nearly one-half of FTE teachers (49 percent) were teaching in elementary schools, a third (35 percent) in combined schools, and about 17 percent in secondary schools. Almost 87 percent of private school FTE teachers were teaching in schools with a regular elementary, secondary program emphasis. As in the case of students, less than 5 percent of private school FTE teachers were teaching in schools featuring any one of the other categories of program emphasis.

[3] For comparisons of the race/ethnic composition of private school enrollment with that of public schools from the 1987–88, 1990–91, and 1993–94 Schools and Staffing Surveys, see U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile, 1990–91*, NCES 95-330 (Washington, DC: 1995) and *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97-459 (Washington, DC: 1997).

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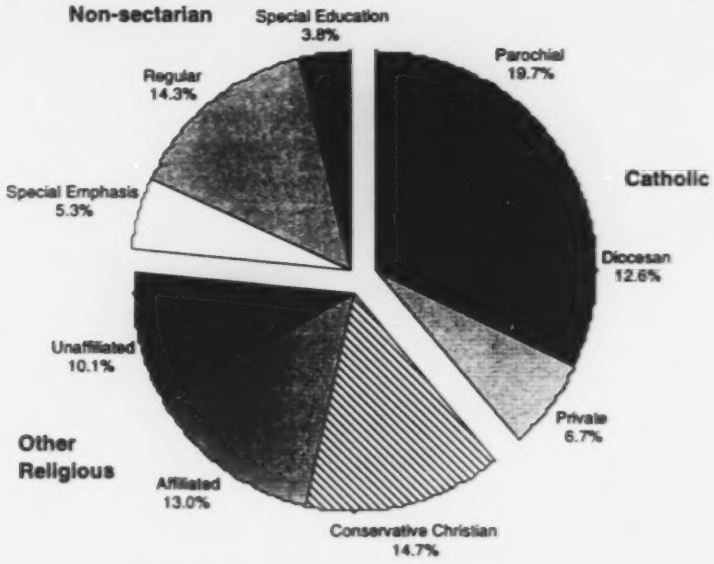
Figure 3.—Percentage of private FTE teachers by typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Kindergarten-terminal schools. For the first time in 1995, schools for which a kindergarten was the highest grade were included in the PSS. There were 7,249 of these schools, enrolling 114,553 students, and employing 14,331 FTE teachers nationwide (table 1B). When the kindergarten-terminal schools are combined with the traditional PSS schools, the total number of schools becomes 34,934 with 5,146,753 students and 376,239 FTE teachers (table 3B). Seventy percent of the kindergarten-terminal schools were non-sectarian, 28 percent were other religious, and only 2 percent were Catholic (table 1B).

By definition, all of these schools were classified as elementary and almost all of them enrolled fewer than 150 students. Approximately 63 percent of these schools emphasized an early childhood program, while 16 and 17 percent emphasized a regular or Montessori program, respectively, and fewer than 5 percent each emphasized any one of the other program emphasis.

Table 1.—Number and percent of private schools, students, and FTE teachers, by selected characteristics: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**27,686**	**100.0 %**	**5,032,200**	**100.0 %**	**361,909**	**100.0 %**
Private school type						
Catholic	8,248	29.8 %	2,519,205	50.1 %	140,941	38.9 %
Parochial	4,879	17.6	1,369,997	27.2	71,259	19.7
Diocesan	2,516	9.1	813,641	16.2	45,469	12.6
Private	853	3.1	335,567	6.7	24,214	6.7
Other religious	13,081	47.3 %	1,743,791	34.7 %	136,513	37.7 %
Conservative Christian	5,109	18.5	705,547	14.0	53,065	14.7
Affiliated	3,677	13.3	590,299	11.7	47,027	13.0
Unaffiliated	4,295	15.5	447,945	8.9	36,421	10.1
Non-sectarian	6,357	23.0 %	769,204	15.3 %	84,455	23.3 %
Regular	2,646	9.6	512,256	10.2	51,663	14.3
Special emphasis	2,425	8.8	174,673	3.5	19,023	5.3
Special education	1,286	4.6	82,276	1.6	13,769	3.8
School level						
Elementary	16,744	60.5 %	2,835,247	56.3 %	176,148	48.7 %
Secondary	2,533	9.2	811,422	16.1	59,880	16.6
Combined	8,409	30.4	1,385,531	27.5	125,881	34.8
Program emphasis						
Regular elementary, secondary	22,108	79.9 %	4,621,731	91.8 %	313,642	86.7 %
Montessori	1,260	4.6	73,468	1.5	7,505	2.1
Special program emphasis	639	2.3	113,702	2.3	10,873	3.0
Special education	1,451	5.2	92,268	1.8	15,402	4.3
Vocational/technical	—	—	—	—	—	—
Early childhood	119	0.4	4,813	0.1	342	0.1
Alternative	2,096	7.6	124,784	2.5	14,029	3.9
Size						
Less than 150	15,843	57.2 %	925,845	18.4 %	93,526	25.8 %
150 to 299	6,667	24.1	1,443,244	28.7	97,255	26.9
300 to 499	3,187	11.5	1,211,421	24.1	76,819	21.2
500 to 749	1,333	4.8	790,747	15.7	49,810	13.8
750 or more	657	2.4	660,942	13.1	44,498	12.3
Region						
Northeast	6,370	23.0 %	1,289,355	25.6 %	97,998	27.1 %
Midwest	7,508	27.1	1,348,736	26.8	86,088	23.8
South	8,038	29.0	1,444,685	28.7	113,231	31.3
West	5,770	20.8	949,424	18.9	64,592	17.9
Community type						
Central city	11,357	41.0 %	2,492,539	49.5 %	173,755	48.0 %
Urban fringe/large town	10,325	37.3	1,968,029	39.1	141,393	39.1
Rural/small town	6,003	21.7	571,632	11.4	46,761	12.9

—Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 2.—Number and percent of private schools, students, and FTE teachers, by religious and non-sectarian category: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**27,686**	**100.0 %**	**5,032,200**	**100.0 %**	**361,909**	**100.0 %**
Religious orientation						
Roman Catholic	8,248	29.8 %	2,519,205	50.1 %	140,941	38.9 %
Amish	496	1.8	16,316	0.3	837	0.2
Assembly of God	513	1.9	73,349	1.5	5,425	1.5
Baptist	2,117	7.7	305,265	6.1	23,056	6.4
Calvinist	137	0.5	38,828	0.8	2,262	0.6
Christian (unspecified)	3,359	12.1	456,598	9.1	36,413	10.1
Church of Christ	157	0.6	37,435	0.7	2,762	0.8
Church of God	132	0.5	14,884	0.3	1,132	0.3
Disciples of Christ	—	—	—	—	—	—
Episcopal	347	1.3	89,748	1.8	9,214	2.6
Friends	94	0.3	22,289	0.4	2,556	0.7
Greek Orthodox	26	0.1	4,828	0.1	449	0.1
Islamic	97	0.4	9,707	0.2	1,035	0.3
Jewish	688	2.5	172,794	3.4	16,068	4.4
Latter Day Saints	—	—	—	—	—	—
Lutheran Church - Missouri Synod	1,040	3.8	158,361	3.2	9,212	2.6
Evangelical Lutheran Church In America	117	0.4	18,042	0.4	1,132	0.3
Wisconsin Evangelical Lutheran Synod	392	1.4	39,976	0.8	2,414	0.7
Other Lutheran	50	0.2	3,851	0.1	286	0.1
Mennonite	488	1.8	27,606	0.6	2,056	0.6
Methodist	156	0.6	17,336	0.3	1,531	0.4
Pentecostal	563	2.0	32,851	0.7	3,184	0.9
Presbyterian	185	0.7	33,510	0.7	2,734	0.8
Seventh-Day Adventist	1,035	3.7	63,981	1.3	4,449	1.2
Other	881	3.2	105,337	2.1	8,221	2.3
Non-sectarian						
Exceptional children	704	2.5 %	56,204	1.1 %	8,976	2.5 %
Montessori	969	3.5	61,504	1.2	6,606	1.8
Other non-sectarian	4,684	16.9	651,497	13.0	68,873	19.0

—Too few sample cases for a reliable estimate.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 3.—Number and percent of private schools by school level, by selected characteristics: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,686**	**100.0 %**	**16,744**	**100.0 %**	**2,533**	**100.0 %**	**8,409**	**100.0 %**
Private school type								
Catholic	8,248	29.8 %	6,833	40.8 %	1,149	45.4 %	266	3.2 %
Parochial	4,879	17.6	4,618	27.6	212	8.4	48	0.6
Diocesan	2,516	9.1	1,956	11.7	499	19.7	62	0.7
Private	853	3.1	258	1.5	438	17.3	156	1.9
Other religious	13,081	47.3 %	6,761	40.4 %	662	26.1 %	5,657	67.3 %
Conservative Christian	5,109	18.5	1,732	10.3	160	6.3	3,217	38.3
Affiliated	3,677	13.3	2,398	14.3	298	11.8	981	11.7
Unaffiliated	4,295	15.5	2,631	15.7	204	8.1	1,460	17.4
Non-sectarian	6,357	23.0 %	3,150	18.8 %	722	28.5 %	2,486	29.6 %
Regular	2,646	9.6	1,523	9.1	291	11.5	833	9.9
Special emphasis	2,425	8.8	1,459	8.7	262	10.4	704	8.4
Special education	1,286	4.6	168	1.0	169	6.7	949	11.3
Program emphasis								
Regular elementary, secondary	22,108	79.9 %	14,430	86.2 %	1,961	77.4 %	5,716	68.0 %
Montessori	1,260	4.6	1,020	6.1	—	—	237	2.8
Special program emphasis	639	2.3	325	1.9	89	3.5	224	2.7
Special education	1,451	5.2	189	1.1	179	7.1	1,082	12.9
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	119	0.4	107	0.6	0	0.0	—	—
Alternative	2,096	7.6	671	4.0	293	11.6	1,133	13.5
Size								
Less than 150	15,843	57.2 %	9,088	54.3 %	1,039	41.0 %	5,716	68.0 %
150 to 299	6,667	24.1	4,916	29.4	465	18.4	1,286	15.3
300 to 499	3,187	11.5	2,012	12.0	444	17.5	731	8.7
500 to 749	1,333	4.8	630	3.8	303	12.0	400	4.8
750 or more	657	2.4	97	0.6	283	11.2	277	3.3
Region								
Northeast	6,370	23.0 %	3,924	23.4 %	835	33.0 %	1,611	19.2 %
Midwest	7,508	27.1	5,226	31.2	615	24.3	1,667	19.8
South	8,038	29.0	4,099	24.5	520	20.5	3,419	40.7
West	5,770	20.8	3,495	20.9	562	22.2	1,713	20.4
Community type								
Central city	11,357	41.0 %	7,171	42.8 %	1,243	49.1 %	2,943	35.0 %
Urban fringe/large town	10,325	37.3	6,393	38.2	895	35.3	3,038	36.1
Rural/small town	6,003	21.7	3,179	19.0	395	15.6	2,429	28.9

—Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey,1995–96.

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Table 4.—Number and percent of private school students by school level, by selected characteristics: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,032,200**	**100.0 %**	**2,835,247**	**100.0 %**	**811,422**	**100.0 %**	**1,385,531**	**100.0 %**
Private school type								
Catholic	2,519,205	50.1 %	1,835,535	64.7 %	606,239	74.7 %	77,430	5.6 %
Parochial	1,369,997	27.2	1,262,532	44.5	89,596	11.0	17,869	1.3
Diocesan	813,641	16.2	518,969	18.3	278,628	34.3	16,044	1.2
Private	335,567	6.7	54,034	1.9	238,016	29.3	43,517	3.1
Other religious	1,743,791	34.7 %	743,112	26.2 %	121,259	14.9 %	879,420	63.5 %
Conservative Christian	705,547	14.0	219,357	7.7	26,296	3.2	459,894	33.2
Affiliated	590,299	11.7	305,060	10.8	64,014	7.9	221,225	16.0
Unaffiliated	447,945	8.9	218,695	7.7	30,949	3.8	198,301	14.3
Non-sectarian	769,204	15.3 %	256,600	9.1 %	83,924	10.3 %	428,680	30.9 %
Regular	512,256	10.2	162,970	5.8	59,763	7.4	289,524	20.9
Special emphasis	174,673	3.5	84,486	3.0	16,550	2.0	73,637	5.3
Special education	82,276	1.6	9,145	0.3	7,612	0.9	65,519	4.7
Program emphasis								
Regular elementary, secondary	4,621,731	91.8 %	2,686,122	94.7 %	765,855	94.4 %	1,169,754	84.4 %
Montessori	73,468	1.5	57,560	2.0	—	—	15,700	1.1
Special program emphasis	113,702	2.3	39,990	1.4	17,393	2.1	56,319	4.1
Special education	92,268	1.8	9,978	0.4	8,355	1.0	73,935	5.3
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	4,813	0.1	4,535	0.2	0	0.0	—	—
Alternative	124,784	2.5	37,059	1.3	18,907	2.3	68,818	5.0
Size								
Less than 150	925,845	18.4 %	561,186	19.8 %	60,310	7.4 %	304,349	22.0 %
150 to 299	1,443,244	28.7	1,064,140	37.5	101,097	12.5	278,007	20.1
300 to 499	1,211,421	24.1	757,830	26.7	172,527	21.3	281,064	20.3
500 to 749	790,747	15.7	364,292	12.9	184,612	22.8	241,843	17.5
750 or more	660,942	13.1	87,799	3.1	292,875	36.1	280,268	20.2
Region								
Northeast	1,289,355	25.6 %	759,125	26.8 %	273,735	33.7 %	256,495	18.5 %
Midwest	1,348,736	26.8	903,540	31.9	233,629	28.8	211,567	15.3
South	1,444,685	28.7	629,414	22.2	152,440	18.8	662,831	47.8
West	949,424	18.9	543,169	19.2	151,617	18.7	254,638	18.4
Community type								
Central city	2,492,539	49.5 %	1,397,092	49.3 %	460,491	56.8 %	634,955	45.8 %
Urban fringe/large town	1,968,029	39.1	1,162,950	41.0	286,549	35.3	518,529	37.4
Rural/small town	571,632	11.4	275,205	9.7	64,381	7.9	232,046	16.8

—Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 5.—Number and percent of private schools by school level, by religious and non-sectarian category: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,686**	**100.0 %**	**16,744**	**100.0 %**	**2,533**	**100.0 %**	**8,409**	**100.0 %**
Religious orientation								
Roman Catholic	8,248	29.8 %	6,833	40.8 %	1,149	45.4 %	266	3.2 %
Amish	496	1.8	476	2.8	0	0.0	20	0.2
Assembly of God	513	1.9	228	1.4	—	—	276	3.3
Baptist	2,117	7.7	553	3.3	34	1.4	1,529	18.2
Calvinist	137	0.5	85	0.5	19	0.8	33	0.4
Christian (unspecified)	3,359	12.1	1,345	8.0	175	6.9	1,839	21.9
Church of Christ	157	0.6	81	0.5	—	—	69	0.8
Church of God	132	0.5	43	0.3	—	—	87	1.0
Disciples of Christ	—	—	—	—	—	—	—	—
Episcopal	347	1.3	233	1.4	36	1.4	78	0.9
Friends	94	0.3	51	0.3	—	—	33	0.4
Greek Orthodox	26	0.1	22	0.1	—	—	—	—
Islamic	97	0.4	58	0.3	0	0.0	39	0.5
Jewish	688	2.5	389	2.3	152	6.0	146	1.7
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	1,040	3.8	968	5.8	55	2.2	16	0.2
Evangelical Lutheran Church in America	117	0.4	109	0.7	—	—	—	—
Wisconsin Evangelical Lutheran Synod	392	1.4	371	2.2	19	0.8	—	—
Other Lutheran	50	0.2	40	0.2	—	—	—	—
Mennonite	488	1.8	262	1.6	—	—	212	2.5
Methodist	156	0.6	70	0.4	—	—	75 *	0.9 *
Pentecostal	563	2.0	97	0.6	—	—	459	5.5
Presbyterian	185	0.7	112	0.7	—	—	61 *	0.7 *
Seventh-Day Adventist	1,035	3.7	736	4.4	59	2.3	240	2.9
Other	881	3.2	423	2.5	35	1.4	423	5.0
Non-sectarian								
Exceptional children	704	2.5 %	107	0.6 %	67	2.6 %	530	6.3 %
Montessori	969	3.5	805	4.8	—	—	163	1.9
Other non-sectarian	4,684	16.9	2,237	13.4	654	25.8	1,793	21.3

—Too few sample cases for a reliable estimate.

*The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 6.—Number and percent of private school students by school level, by religious and non-sectarian category: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,032,200**	**100.0 %**	**2,835,247**	**100.0 %**	**811,422**	**100.0 %**	**1,385,531**	**100.0 %**
Religious orientation								
Roman Catholic	2,519,205	50.1 %	1,835,535	64.7 %	606,239	74.7 %	77,430	5.6 %
Amish	16,316	0.3	14,790	0.5	0	0.0	1,526	0.1
Assembly of God	73,349	1.5	29,970	1.1	—	—	43,319	3.1
Baptist	305,265	6.1	65,702	2.3	5,472	0.7	234,091	16.9
Calvinist	38,828	0.8	20,172	0.7	6,708	0.8	11,947	0.9
Christian (unspecified)	456,598	9.1	144,494	5.1	28,252	3.5	283,851	20.5
Church of Christ	37,435	0.7	10,034	0.4	—	—	25,816	1.9
Church of God	14,884	0.3	5,339	0.2	—	—	9,498	0.7
Disciples of Christ	—	—	—	—	—	—	—	—
Episcopal	89,748	1.8	41,630	1.5	10,014	1.2	38,104	2.8
Friends	22,289	0.4	7,542	0.3	—	—	13,484	1.0
Greek Orthodox	4,828	0.1	3,634	0.1	—	—	—	—
Islamic	9,707	0.2	4,124	0.2	0	0.0	5,584	0.4
Jewish	172,794	3.4	89,979	3.2	21,152	2.6	61,662	4.5
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	158,361	3.2	140,262	5.0	14,439	1.8	3,660	0.3
Evangelical Lutheran Church In America	18,042	0.4	15,949	0.6	—	—	—	—
Wisconsin Evangelical Lutheran Synod	39,976	0.8	34,331	1.2	5,539	0.7	—	—
Other Lutheran	3,851	0.1	2,869	0.1	—	—	—	—
Mennonite	27,606	0.6	11,542	0.4	—	—	12,381	0.9
Methodist	17,336	0.3	7,472	0.3	—	—	8,703	0.6
Pentecostal	32,851	0.7	6,347	0.2	—	—	26,184	1.9
Presbyterian	33,510	0.7	16,551	0.6	—	—	14,226	1.0
Seventh-Day Adventist	63,981	1.3	27,988	1.0	9,219	1.1	26,773	1.9
Other	105,337	2.1	41,598	1.5	8,949	1.1	54,790	4.0
Non-sectarian								
Exceptional children	56,204	1.1 %	10,743	0.4 %	4,165	0.5 %	41,296	3.0 %
Montessori	61,504	1.2	47,391	1.7	—	—	14,086	1.0
Other non-sectarian	651,497	13.0	198,466	7.0	79,732	9.8	373,298	26.9

—Too few sample cases for a reliable estimate.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 7.—Percentage distribution of private schools by program emphasis, by religious and non-sectarian category: United States, 1995–96

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total	**100.0 %**	**79.9 %**	**4.6 %**	**2.3 %**	**5.2 %**	**— %**	**0.4 %**	**7.6 %**
Religious orientation								
Roman Catholic	100.0 %	97.4 %	0.4 %	0.7 %	1.0 %	— %	— %	0.6 %
Amish	100.0	97.4	0.0	0.0	—	—	—	—
Assembly of God	100.0	86.5	—	—	—	—	—	11.4
Baptist	100.0	88.2	—	1.0	—	—	—	10.1
Calvinist	100.0	98.4	0.0	0.0	—	—	—	—
Christian (unspecified)	100.0	81.8	1.0	2.5 *	0.9 *	—	—	13.2
Church of Christ	100.0	92.3	—	—	0.0	—	—	—
Church of God	100.0	81.4	—	0.0	0.0	—	—	17.8 *
Disciples of Christ	100.0	—	—	—	—	—	—	—
Episcopal	100.0	90.4	—	—	—	—	—	—
Friends	100.0	85.4	0.0	—	—	—	—	—
Greek Orthodox	100.0	87.5	0.0	—	0.0	—	—	0.0
Islamic	100.0	71.5	—	—	0.0	—	—	—
Jewish	100.0	80.2	0.0	13.8	—	—	—	4.2
Latter Day Saints	100.0	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	100.0	98.7	—	—	—	—	—	—
Evangelical Lutheran Church In America	100.0	92.3	—	—	—	—	—	—
Wisconsin Evangelical Lutheran Synod	100.0	99.8	0.0	0.0	0.0	—	—	—
Other Lutheran	100.0	93.6	0.0	—	—	—	—	—
Mennonite	100.0	96.3	0.0	0.0	—	—	—	—
Methodist	100.0	86.0	—	—	—	—	—	—
Pentecostal	100.0	78.8	—	—	0.0	—	—	20.4 *
Presbyterian	100.0	80.1	—	—	—	—	—	—
Seventh-Day Adventist	100.0	98.0	—	—	—	—	—	—
Other	100.0	85.9	—	—	—	—	—	10.3
Non-sectarian								
Exceptional children	100.0 %	5.3 %	— %	2.3 %	80.5 %	— %	— %	10.5 %*
Montessori	100.0	3.7	95.4	—	0.0	—	—	—
Other non-sectarian	100.0	53.3	4.4	6.2	15.4	—	1.6	19.1

—Too few sample cases for a reliable estimate.

*The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 8.—Percentage distribution of private school students by program emphasis, by religious and non-sectarian category: United States, 1995–96

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total	**100.0 %**	**91.8 %**	**1.5 %**	**2.3 %**	**1.8 %**	**— %**	**0.1 %**	**2.5 %**
Religious orientation								
Roman Catholic	100.0 %	98.6 %	0.2 %	0.7 %	0.3 %	— %	— %	0.3 %
Amish	100.0	92.3	0.0	0.0	—	—	—	—
Assembly of God	100.0	93.6	—	—	—	—	—	3.8
Baptist	100.0	95.3	—	0.9	—	—	—	3.5
Calvinist	100.0	99.5	0.0	0.0	—	—	—	—
Christian (unspecified)	100.0	91.3	0.5	2.1	0.2	—	—	5.8
Church of Christ	100.0	97.5	—	—	0.0	—	—	—
Church of God	100.0	93.0	—	0.0	0.0	—	—	6.1
Disciples of Christ	100.0	—	—	—	—	—	—	—
Episcopal	100.0	95.6	—	—	—	—	—	—
Friends	100.0	89.8	0.0	—	—	—	—	—
Greek Orthodox	100.0	90.5	0.0	—	0.0	—	—	0.0
Islamic	100.0	80.3	—	—	0.0	—	—	—
Jewish	100.0	86.5	0.0	11.1	—	—	—	2.0
Latter Day Saints	100.0	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	100.0	99.5	—	—	—	—	—	—
Evangelical Lutheran Church In America	100.0	98.1	—	—	—	—	—	—
Wisconsin Evangelical Lutheran Synod	100.0	100.0	0.0	0.0	0.0	—	—	—
Other Lutheran	100.0	96.9	0.0	—	—	—	—	—
Mennonite	100.0	97.3	0.0	0.0	—	—	—	—
Methodist	100.0	94.9	—	—	—	—	—	—
Pentecostal	100.0	87.5	—	—	0.0	—	—	11.7 *
Presbyterian	100.0	94.4	—	—	—	—	—	—
Seventh-Day Adventist	100.0	98.2	—	—	—	—	—	—
Other	100.0	91.2	—	—	—	—	—	5.1
Non-sectarian								
Exceptional children	100.0 %	10.6 %	— %	3.8 %	76.5 %	— %	— %	7.9 %
Montessori	100.0	11.4	87.9	—	0.0	—	—	—
Other non-sectarian	100.0	76.1	1.5	7.7	6.0	—	0.6	8.0

—Too few sample cases for a reliable estimate.

*The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTES: Details may not add to totals due to rounding or missing values in cells with too few sample cases. Group membership was sorted using the order displayed in the table; schools reporting membership in more than one group were assigned to the first group in the table. Cases classified as Exceptional children and Montessori include those schools reporting no religious orientation but membership in a relevant special interest association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 9.—Number and percent of private school students by grade level, by private school type: United States, 1995–96

Private school type	Grade									
	Kindergarten[1]		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**519,477**	**100.0 %**	**480,264**	**100.0 %**	**443,123**	**100.0 %**	**418,542**	**100.0 %**	**399,810**	**100.0 %**
Catholic	227,249	43.8 %	234,988	48.9 %	224,122	50.6 %	215,558	51.5 %	209,300	52.4 %
Parochial	154,931	29.8	160,821	33.5	153,447	34.6	147,525	35.2	143,286	35.8
Diocesan	64,047	12.3	65,801	13.7	62,839	14.2	60,713	14.5	58,784	14.7
Private	8,271	1.6	8,366	1.7	7,836	1.8	7,321	1.7	7,230	1.8
Other religious	207,069	39.9 %	183,264	38.2 %	165,295	37.3 %	153,959	36.7 %	144,816	36.2 %
Conservative Christian	89,174	17.2	76,345	15.9	67,187	15.2	61,889	14.7	57,920	14.5
Affiliated	64,487	12.4	59,455	12.4	55,541	12.5	52,169	12.4	49,428	12.4
Unaffiliated	53,409	10.3	47,464	9.9	42,567	9.6	39,901	9.5	37,468	9.4
Non-sectarian	85,158	16.4 %	62,013	12.9 %	53,706	12.1 %	49,025	11.7 %	45,694	11.3 %
Regular	55,477	10.7	43,488	9.1	38,800	8.8	35,851	8.5	34,218	8.5
Special emphasis	28,617	5.5	17,570	3.7	13,919	3.1	11,847	2.8	9,883	2.5
Special education	1,064	0.2	954	0.2	987	0.2	1,327	0.3	1,593	0.4

Private school type	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**388,244**	**100.0 %**	**381,505**	**100.00 %**	**369,621**	**100.0 %**	**359,236**	**100.0 %**	**324,824**	**100.0 %**
Catholic	204,675	52.7 %	199,765	52.36 %	191,216	51.7 %	184,538	51.4 %	173,883	53.5 %
Parochial	139,995	36.1	134,871	35.35	124,831	33.8	118,594	33.0	25,404	7.8
Diocesan	57,219	14.7	56,459	14.80	54,998	14.9	53,764	15.0	77,414	23.8
Private	7,461	1.9	8,434	2.21	11,386	3.1	12,181	3.4	71,065	21.9
Other religious	139,355	35.9 %	136,086	35.7 %	132,011	35.7 %	126,486	35.2 %	98,933	30.5 %
Conservative Christian	55,210	14.2	53,928	14.1	52,858	14.3	50,317	14.0	41,762	12.9
Affiliated	47,978	12.4	46,926	12.3	45,533	12.3	43,869	12.2	33,894	10.4
Unaffiliated	36,168	9.3	35,231	9.2	33,620	9.1	32,301	9.0	23,277	7.2
Non-sectarian	44,214	11.4 %	45,655	12.0 %	46,394	12.6 %	48,212	13.4 %	52,008	16.0 %
Regular	33,537	8.6	35,354	9.3	36,617	9.9	37,208	10.4	39,787	12.3
Special emphasis	8,806	2.3	8,165	2.1	7,049	1.9	7,514	2.1	7,569	2.3
Special education	1,871	0.5	2,136	0.6	2,728	0.7	3,491	1.0	4,652	1.4

NOTE: All sources and footnotes appear on the second page of Table 9.

Table 9.—Number and percent of private school students by grade level, by private school type: United States, 1995–96 (continued)

Private school type	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**304,076**	**100.0 %**	**276,495**	**100.0 %**	**254,648**	**100.0 %**	**112,333**	**100.0 %**
Catholic	161,371	53.1 %	146,229	52.9 %	136,916	53.7 %	9,394	8.4 %
Parochial	23,638	7.8	21,392	7.7	20,209	7.9	1,052	0.9
Diocesan	71,806	23.6	65,239	23.6	60,884	23.9	3,675 [2]	3.3 [2]
Private	65,926	21.7	59,599	21.6	55,824	21.9	4,666	4.2
Other religious	91,195	30.0 %	80,085	29.0 %	71,148	27.9 %	14,090	12.5 %
Conservative Christian	36,740	12.1	30,557	11.1	26,332	10.3	5,330	4.8
Affiliated	32,217	10.6	29,379	10.6	26,430	10.3	2,993	2.7
Unaffiliated	22,237	7.3	20,148	7.3	18,385	7.2	5,767	5.1
Non-sectarian	51,511	16.9 %	50,181	18.2 %	46,584	18.2 %	88,849	79.1 %
Regular	39,217	12.9	38,721	14.0	36,983	14.5	6,997	6.2
Special emphasis	7,922	2.6	8,005	2.9	6,876	2.7	30,931	27.5
Special education	4,372	1.4	3,456	1.3	2,724	1.0	50,921	45.3

[1] The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 10.—Number of private school students by program emphasis, by grade level: United States, 1995–96

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total	**5,032,200**	**4,621,731**	**73,468**	**113,702**	**92,268**	**—**	**4,813**	**124,784**
Kindergarten [1]	519,477	473,361	19,396	11,600	1,146	—	1,413	12,561
First	480,264	449,144	10,247	10,040	1,046	—	0	9,788
Second	443,123	417,218	7,487	9,224	1,098	—	0	8,096
Third	418,542	394,907	5,799	8,758	1,473	—	0	7,606
Fourth	399,810	379,108	4,001	8,025	1,755	—	0	6,921
Fifth	388,244	368,018	3,216	8,083	2,076	—	0	6,848
Sixth	381,505	362,307	2,291	7,734	2,330	—	0	6,844
Seventh	369,621	350,654	1,104	7,621	2,992	—	0	7,251
Eighth	359,236	339,128	680	7,532	3,829	—	0	7,866
Ninth	324,824	301,677	197	8,149	5,033	—	0	9,588
Tenth	304,076	281,808	190	8,133	4,718	—	0	9,035
Eleventh	276,495	256,061	176	7,679	3,696	—	0	8,711
Twelfth	254,648	236,931	167	6,746	2,920	—	0	7,725
Ungraded	112,333	11,409	18,317	4,379 [2]	58,157	—	3,400	15,945

—Too few sample cases for a reliable estimate.

[1] The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 11.—Number of private schools by program emphasis, by length of school day: United States, 1995–96

Length of school day	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total schools	**27,686**	**22,108**	**1,260**	**639**	**1,451**	**—**	**119**	**2,096**
Number of hours								
Less than 4	242	69	18	—	20	—	36 *	76
4 to 4.9	243	54	—	—	33	—	—	126
5 to 5.9	2,537	1,709	104	35	447	—	—	234
6 to 6.9	16,775	13,682	852	272	767	—	37	1,160
7 or more	7,888	6,594	274	303	184	—	29 *	501

—Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 12.—Number and percent of private schools by school size, by selected characteristics: United States, 1995–96

Characteristics	Less than 150		150 to 299		300 to 499		500 to 749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**15,843**	**57.2 %**	**6,667**	**24.1 %**	**3,187**	**11.5 %**	**1,333**	**4.8 %**	**657**	**2.4 %**
Private school type										
Catholic	1,537	18.6 %	3,630	44.0 %	1,923	23.3 %	813	9.8 %	344	4.2 %
Parochial	864	17.7	2,387	48.9	1,130	23.2	413	8.4	84	1.7
Diocesan	454	18.1	1,046	41.6	608	24.2	263	10.4	145	5.8
Private	219	25.6	198	23.2	185	21.7	137	16.0	115	13.4
Other religious	9,362	71.6	2,261	17.3	924	7.1	340	2.6	193	1.5
Conservative Christian	3,580	70.1	924	18.1	390	7.6	147	2.8	67	1.3
Affiliated	2,343	63.7	794	21.6	331	9.0	135	3.6	73	2.0
Unaffiliated	3,438	80.1	543	12.6	203	4.7	58	1.3	52	1.2
Non-sectarian	4,944	77.8	775	12.2	340	5.3	179	2.8	120	1.9
Regular	1,578	59.6	514	19.4	297	11.2	154	5.8	104	3.9
Special emphasis	2,183	90.0	169	7.0	33	1.4	25	1.0 *	—	—
Special education	1,182	91.9	92	7.2	—	—	0	0.0	—	—
School level										
Elementary	9,088	54.3 %	4,916	29.4 %	2,012	12.0 %	630	3.7 %	97	0.6 %
Secondary	1,039	41.0	465	18.4	444	17.5	303	11.9	283	11.2
Combined	5,716	68.0	1,286	15.3	731	8.7	400	4.7	277	3.3
Program emphasis										
Regular elementary, secondary	10,848	49.1 %	6,260	28.3 %	3,091	14.0 %	1,287	5.8 %	622	2.8 %
Montessori	1,180	93.6	73	5.8	—	—	0	0.0	—	—
Special program emphasis	422	66.1	105	16.4	50	7.8	39	6.0	24	3.7
Special education	1,334	92.0	105	7.3	—	—	0	0.0	—	—
Vocational/technical	—	—	—	—	—	—	—	—	—	—
Early childhood	115	96.5	—	—	0	0.0	0	0.0	0	0.0
Alternative	1,934	92.2	120	5.7	29	1.4	—	—	—	—
Community type										
Central city	5,500	48.4 %	3,104	27.3 %	1,597	14.1 %	742	6.5 %	413	3.6 %
Urban fringe/large town	5,550	53.8	2,683	26.0	1,328	12.9	536	5.1	229	2.2
Rural/small town	4,793	79.8	880	14.7	261	4.4	55	0.9	—	—

—Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 13.—Number and percent of private school teachers (headcount)* by work status, by selected characteristics: United States, 1995–96

Characteristics	Total		Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**404,476**	**100.0 %**	**314,672**	**77.8 %**	**16,995**	**4.2 %**	**36,665**	**9.0 %**	**19,732**	**4.9 %**	**16,413**	**4.1 %**
Private school type												
Catholic	153,839	100.0 %	126,660	82.3 %	4,944	3.2 %	10,931	7.1 %	6,839	4.5 %	4,464	2.9 %
Parochial	78,264	100.0	63,656	81.3	2,458	3.1	5,938	7.5	3,857	4.9	2,355	3.0
Diocesan	49,274	100.0	41,163	83.5	1,530	3.1	3,285	6.6	2,042	4.1	1,264	2.6
Private	26,301	100.0	21,851	83.1	956	3.6	1,708	6.4	940	3.6	845	3.2
Other religious	157,040	100.0	113,992	72.6	7,634	4.9	18,410	11.7	8,838	5.6	8,167	5.2
Conservative Christian	60,790	100.0	45,717	75.2	2,415	4.0	5,524	9.0	3,562	5.9	3,572	5.9
Affiliated	54,886	100.0	37,528	68.4	3,306	6.0	8,033	14.6	3,330	6.1	2,689	4.9
Unaffiliated	41,364	100.0	30,747	74.3	1,913	4.6	4,852	11.7	1,946	4.7	1,907	4.6
Non-sectarian	93,597	100.0	74,020	79.1	4,417	4.7	7,323	7.8	4,055	4.3	3,782	4.0
Regular	56,808	100.0	45,484	80.1	2,637	4.6	4,392	7.7	2,356	4.2	1,939	3.4
Special emphasis	22,263	100.0	15,675	70.4	1,362	6.1	2,319	10.4	1,376	6.2	1,531	6.9
Special education	14,525	100.0	12,861	88.5	418	2.9	612	4.2	322	2.2	312	2.2
School level												
Elementary	197,942	100.0 %	151,893	76.7 %	8,449	3.3 %	19,255	9.7 %	10,139	5.1 %	8,206	4.2 %
Secondary	66,425	100.0	53,188	80.1	2,464	3.5	4,791	7.2	3,175	4.8	2,807	4.2
Combined	140,109	100.0	109,591	78.2	6,082	3.2	12,618	9.0	6,418	4.6	5,400	3.9
Program emphasis												
Regular elementary, secondary	349,746	100.0 %	273,387	78.2 %	14,182	4.1 %	31,661	9.0 %	16,972	4.9 %	13,544	3.9 %
Montessori	8,896	100.0	6,089	68.5	610	6.9	945	10.6	539	6.1	712	8.0
Special program emphasis	12,551	100.0	8,958	71.4	657	5.2	1,563	12.4	765	6.1	608	4.9
Special education	16,326	100.0	14,319	87.7	460	2.8	767	4.7	414	2.5	366	2.2
Vocational/technical	—	100.0	—	—	—	—	—	—	—	—	—	—
Early childhood	431	100.0	238	55.3	41	9.6	79	18.2	39	9.0	34	7.9
Alternative	16,397	100.0	11,583	70.6	1,044	6.4	1,623	9.9	1,000	6.1	1,148	7.0
Size												
Less than 150	110,374	100.0 %	77,839	70.5 %	5,472	5.0 %	11,388	10.3 %	7,290	6.6 %	8,386	7.6 %
150 to 299	109,560	100.0	83,632	76.3	4,726	4.3	10,423	9.5	6,504	5.9	4,275	3.9
300 to 499	83,637	100.0	67,967	81.3	3,461	4.1	6,944	8.3	3,307	4.0	1,959	2.3
500 to 749	53,473	100.0	44,624	83.5	2,075	3.9	4,297	8.0	1,502	2.8	975	1.8
750 or more	47,432	100.0	40,611	85.6	1,261	2.7	3,614	7.6	1,129	2.4	817	1.7
Region												
Northeast	110,581	100.0 %	83,410	75.4 %	5,227	4.7 %	11,523	10.4 %	6,038	5.5 %	4,383	4.0 %
Midwest	96,460	100.0	75,298	78.1	3,433	3.6	8,787	9.1	4,704	4.9	4,238	4.4
South	124,005	100.0	100,955	81.4	4,639	3.7	9,370	7.5	4,923	4.0	4,118	3.3
West	73,430	100.0	55,008	74.9	3,695	5.0	6,986	9.5	4,066	5.5	3,675	5.0
Community type												
Central city	192,732	100.0 %	151,604	78.7 %	8,074	4.2 %	17,581	9.1 %	8,659	4.5 %	6,815	3.5 %
Urban fringe/large town	158,240	100.0	122,824	77.6	6,774	4.3	14,163	8.9	7,919	5.0	6,561	4.2
Rural/small town	53,503	100.0	40,244	75.2	2,146	4.0	4,922	9.2	3,155	5.9	3,036	5.7

—Too few sample cases for a reliable estimate.

* The number of teachers in this table is headcount and so differs from full-time equivalents (FTEs) in the other tables.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 14.—Number of private schools, students, and teachers (headcount), by private school association membership: United States, 1995–96

Association	Number of Schools	Students	Teachers
Accelerated Christian Education	1,603	89,959	8,526
Alternative School Network	65	6,009	572
National Coalition of Alternative Community Schools	66	4,712	461
American Association of Christian Schools	959	133,044	10,278
American Montessori Society	741	59,436	6,177
Other Montessori associations	643	45,239	4,621
Association of Christian Schools International	2,818	511,459	36,498
Association of Military Colleges and Schools	30	11,006	1,047
Bilingual School Association	22	3,592	285
Council of Bilingual Education	—	—	—
Other associations for bilingual education	25	6,051	514
Christian Schools International	415	94,242	6,160
Council for Exceptional Children	493	53,100	6,716
National Association of Private Schools for Exceptional Children	371	34,852	5,344
Other associations for exceptional children	424	42,999	6,186
Council of Islamic Schools in North America	39	3,646	365
National Association for the Education of Young Children	1,372	212,716	16,144
Other early childhood education associations	820	141,136	10,561
European Council for International Schools	19	6,473	803
Other associations for international schools	64	15,280	1,502
Friends Council on Education	67	16,702	1,887
General Conference of the Seventh-Day Adventist Church	770	54,173	3,655
National Association of Episcopal Schools	258	71,034	7,309
National Association of Independent Schools	1,447	524,271	55,021
National Independent Private School Association	342	78,167	6,669
Other independent school associations	1,951	558,148	52,504
National Association of Laboratory Schools	24	7,539	549
National Catholic Educational Association	7,292	2,273,987	126,105
Jesuit Secondary Education Association	51	41,407	2,630
National Center for Neighborhood Enterprise	—	—	—
National Federation of Church Schools	—	—	—
National Society of Hebrew Day Schools	197	55,757	5,047
Solomon Schechter Day Schools	55	13,767	1,482
Other Jewish school associations	313	71,828	6,960
Oral Roberts University Educational Fellowship	144	25,386	1,978
Other Christian school associations	1,719	285,490	20,517
Other religious school associations	1,888	424,247	27,601
Other nonreligious school associations	2,532	618,659	46,637
None	6,525	630,533	51,190

—Too few sample cases for a reliable estimate.

NOTE: Private schools may belong to more than one association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 15.—Percentage distribution of students by racial-ethnic background and percent minority students in private schools, by selected characteristics: 1995–96

Characteristics	White non-Hispanic	Black non-Hispanic	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
Total	**77.9 %**	**9.2 %**	**8.0 %**	**0.4 %**	**4.6 %**	**22.1 %**
Private school type						
Catholic	76.3 %	8.4 %	10.7 %	0.4 %	4.3 %	23.7 %
Parochial	76.0	8.3	11.0	0.3	4.4	24.0
Diocesan	77.9	8.3	9.8	0.4	3.7	22.1
Private	73.6	9.0	11.3	0.8	5.4	26.4
Other religious	81.3 %	9.5 %	5.2 %	0.4 %	3.7 %	18.7 %
Conservative Christian	79.2	10.0	6.8	0.5	3.6	20.8
Affiliated	83.5	7.8	4.4	0.3	4.0	16.5
Unaffiliated	81.9	10.8	3.6	0.4	3.3	18.2
Non-sectarian	75.5 %	11.0 %	5.6 %	0.5 %	7.5 %	24.5 %
Regular	79.5	8.8	4.5	0.3	6.9	20.5
Special emphasis	70.5	11.2	6.4	0.7	11.2	29.5
Special education	61.4	24.4	10.2	0.7	3.3	38.6
School level						
Elementary	76.6 %	9.8 %	8.9 %	0.4 %	4.4 %	23.5 %
Secondary	77.4	7.7	9.3	0.5	5.1	22.6
Combined	81.0	8.7	5.2	0.5	4.5	19.0
Program emphasis						
Regular elementary, secondary	78.6 %	8.7 %	7.9 %	0.4 %	4.4 %	21.4 %
Montessori	72.8	10.2	6.6	0.7	9.7	27.3
Special program emphasis	72.6	9.6	6.6	0.3	10.9	27.4
Special education	62.1	23.7	10.0	0.7	3.5	37.9
Vocational/technical	—	—	—	—	—	—
Early childhood	65.0	20.0	8.4	0.1	6.6	35.0
Alternative	72.0	13.8	10.2	0.8	3.2	28.0
Size						
Less than 150	75.4 %	14.0 %	6.6 %	0.8 %	3.2 %	24.6 %
150 to 299	75.2	11.2	9.0	0.4	4.3	24.9
300 to 499	79.9	7.3	8.2	0.3	4.3	20.1
500 to 749	80.4	5.7	8.0	0.3	5.6	19.6
750 or more	81.0	5.5	7.0	0.3	6.2	19.0
Region						
Northeast	78.2 %	10.9 %	7.2 %	0.1 %	3.5 %	21.8 %
Midwest	85.4	8.3	3.9	0.4	2.0	14.6
South	79.5	10.0	7.8	0.2	2.5	20.5
West	64.5	6.7	15.0	1.0	12.8	35.5
Community type						
Central city	72.3 %	12.4 %	10.1 %	0.3 %	4.9 %	27.7 %
Urban fringe/large town	81.2	6.8	6.7	0.3	5.0	18.8
Rural/small town	91.2	3.1	2.8	1.2	1.8	8.8

—Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 16.—Percentage distribution of private schools by percent minority students and average percent minority students, by selected characteristics: 1995–96

Characteristics	Percent minority students					Average percent minority students
	None	1–9%	10–29%	30–49%	50%+	
Total	**15.4 %**	**34.7 %**	**23.5 %**	**8.2 %**	**18.2 %**	**23.7 [1]%**
Private school type						
Catholic	5.6 %	47.3 %	20.8 %	7.3 %	19.0 %	24.3 %
Parochial	6.2	48.6	18.8	6.9	19.4	24.2
Diocesan	5.7	49.7	20.2	7.1	17.4	22.8
Private	2.0	32.8	33.5	10.2	21.5	29.1
Other religious	25.0 %	32.8 %	20.5 %	6.6 %	15.1 %	20.2 %
Conservative Christian	18.1	35.9	23.4	7.6	15.0	21.0
Affiliated	23.9	33.9	20.2	7.5	14.4	19.8
Unaffiliated	34.0	28.2	17.3	4.7	15.8	19.5
Non-sectarian	8.3 %	22.4 %	33.5 %	12.5 %	23.4 %	30.2 %
Regular	8.0	28.3	33.6	9.2	20.9	28.3
Special emphasis	10.7	21.3	36.0	11.8	20.2	27.8
Special education	4.3	12.3	28.3	20.7	34.5	38.9
School level						
Elementary	14.6 %	36.6 %	21.6 %	7.5 %	19.7 %	24.8 %
Secondary	9.5	33.1	29.5	10.1	17.8	24.8
Combined	18.7	31.5	25.6	8.9	15.2	21.3
Program emphasis						
Regular elementary, secondary	15.7 %	38.5 %	22.0 %	7.2 %	16.6 %	22.2 %
Montessori	11.6 [2]	19.1	37.4	14.2	17.7	26.6
Special program emphasis	14.2	26.9	32.5	6.7	19.8	26.9
Special education	5.8	12.5	29.3	19.6	32.8	37.3
Vocational/technical	—	—	—	—	—	—
Early childhood	28.9 [2]	10.7	18.8 [2]	4.3	37.2	34.4
Alternative	20.1	24.0	25.2	7.7	23.0	26.8
Size						
Less than 150	23.2 %	25.7 %	23.0 %	8.6 %	19.5 %	24.5 %
150 to 299	5.5	44.3	23.3	7.9	18.9	24.8
300 to 499	4.6	50.1	24.0	7.7	13.7	20.5
500 to 749	3.8	51.8	25.5	5.6	13.4	19.6
750 or more	3.7	46.7	32.1	8.2	9.4	17.9
Region						
Northeast	19.8 %	34.8 %	20.0 %	7.8 %	17.7 %	22.8 %
Midwest	22.1	45.8	16.8	4.5	10.8	15.6
South	11.6	34.8	26.1	7.8	19.6	25.2
West	7.0	20.2	32.7	13.9	26.3	33.2
Community type						
Central city	6.0 %	30.0 %	26.4 %	9.4 %	28.2 %	33.6 %
Urban fringe/large town	11.5	37.9	26.3	9.9	14.4	21.2
Rural/small town	39.7	38.2	13.5	2.9	5.8	9.4

—Too few sample cases for a reliable estimate.

[1] These averages are based on the school level percents while those in the last column of table 15 are based on the total percents.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 17.—Private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1995–96

State	Number of Schools	Enrollment	Teachers	High school graduates, 1994–95
United States[1]	27,686	5,032,200	361,909	245,543
Alabama	287	66,958	4,814	3,581
Alaska	65	6,113	530	178
Arizona	296	44,134	3,070	2,221
Arkansas	245	27,454	2,081	1,081
California	3,470	629,344	41,073	26,353
Colorado	342	48,977	3,843	1,928
Connecticut	355	70,605	6,381	5,166
Delaware	112	25,528	1,878	1,436
District of Columbia	84	17,468	1,852	1,242
Florida	1,284	253,831	19,093	10,151
Georgia	525	97,807	8,282	5,075
Hawaii	127	34,541	2,532	2,603
Idaho	77	9,210	607	380
Illinois	1,470	300,981	18,617	14,681
Indiana	661	99,258	6,653	4,055
Iowa	274	49,461	3,309	2,601
Kansas	265	39,306	2,623	1,621
Kentucky	382	67,181	4,581	3,242
Louisiana	647	147,147	9,849	7,457
Maine	134	16,896	1,531	1,759
Maryland	606	125,092	10,142	6,235
Massachusetts	655	125,696	11,068	8,561
Michigan	1,034	189,065	11,550	8,805
Minnesota	570	86,477	5,835	3,373
Mississippi	182	50,166	3,447	3,174
Missouri	775	126,985	9,162	5,894
Montana	88	8,458	673	356
Nebraska	279	41,320	2,695	1,783
Nevada	63	12,251	711	381
New Hampshire	210 [2]	22,633	2,101	1,730
New Jersey	914	207,275	15,585	12,030
New Mexico	194	22,893	1,756	947
New York	1,997	466,239	35,328	25,489
North Carolina	542	81,437	6,990	3,144
North Dakota	55	7,321	523	381
Ohio	1,071	255,277	15,085	12,639
Oklahoma	135	24,653	2,014	1,296
Oregon	410 [2]	43,501	3,431	2,042
Pennsylvania	1,894	346,800	23,085	18,138
Rhode Island	128	23,543	1,941	1,354
South Carolina	282	50,162	3,943	2,378
South Dakota	93	10,056	724	436
Tennessee	504	80,701	6,388	4,427
Texas	1,593	229,353	19,042	8,767
Utah	97 [2]	12,840	1,013	590
Vermont	84	9,669	977	1,081
Virginia	493	86,507	7,723	4,463
Washington	504	74,890	5,132	2,998
West Virginia	135	13,241	1,113	698
Wisconsin	961	143,231	9,312	5,119
Wyoming	37	2,272	221	94

[1] NCES employed an area frame sample to account for noninclusion of schools at the national level. However, caution should be exercised in interpreting state by state characteristics since the samples were not designed to represent the states.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is estimate is presented in the corresponding table in appendix A.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 18.—Number and percent of private schools by community type, by selected characteristics: United States, 1995–96

Characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,686**	**100.0 %**	**11,357**	**100.0 %**	**10,325**	**100.0 %**	**6,003**	**100.0 %**
Private school type								
Catholic	8,248	29.8 %	3,878	34.2 %	3,154	30.5 %	1,216	20.3 %
Parochial	4,879	17.6	2,219	19.5	1,925	18.7	734	12.2
Diocesan	2,516	9.1	1,197	10.5	895	8.7	424	7.1
Private	853	3.1	462	4.1	334	3.2	58	1.0
Other religious	13,081	47.3 %	4,603	40.5 %	4,590	44.5 %	3,888	64.8 %
Conservative Christian	5,109	18.5	1,549	13.6	1,985	19.2	1,575	26.2
Affiliated	3,677	13.3	1,553	13.7	1,263	12.2	860	14.3
Unaffiliated	4,295	15.5	1,501	13.2	1,342	13.0	1,453	24.2
Non-sectarian	6,357	23.0 %	2,876	25.3 %	2,581	25.0 %	900	15.0 %
Regular	2,646	9.6	1,195	10.5	1,019	9.9	433	7.2
Special emphasis	2,425	8.8	1,098	9.7	1,009	9.8	318	5.3
Special education	1,286	4.6	583	5.1	554	5.4	149	2.5
School level								
Elementary	16,744	60.5 %	7,171	63.2 %	6,393	61.9 %	3,179	53.0 %
Secondary	2,533	9.2	1,243	10.9	895	8.7	395	6.6
Combined	8,409	30.4	2,943	25.9	3,038	29.4	2,429	40.5
Program emphasis								
Regular elementary, secondary	22,108	79.9 %	8,927	78.6 %	8,152	79.0 %	5,029	83.8 %
Montessori	1,260	4.6	537	4.7	582	5.6	141	2.4 *
Special program emphasis	639	2.3	357	3.2	228	2.2	54	0.9
Special education	1,451	5.2	657	5.8	626	6.1	168	2.8
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	119	0.4	53	0.5 *	59	0.6 *	—	—
Alternative	2,096	7.6	821	7.2	673	6.5	602	10.0
Size								
Less than 150	15,843	57.2 %	5,500	48.4 %	5,550	53.8 %	4,793	79.8 %
150 to 299	6,667	24.1	3,104	27.3	2,683	26.0	880	14.7
300 to 499	3,187	11.5	1,597	14.1	1,328	12.9	261	4.4
500 to 749	1,333	4.8	742	6.5	536	5.2	55	0.9
750 or more	657	2.4	413	3.6	229	2.2	—	—
Region								
Northeast	6,370	23.0 %	2,286	20.1 %	2,954	28.6 %	1,130	18.8 %
Midwest	7,508	27.1	2,781	24.5	2,456	23.8	2,272	37.9
South	8,038	29.0	3,802	33.5	2,475	24.0	1,761	29.3
West	5,770	20.8	2,488	21.9	2,441	23.6	840	14.0

—Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 19.—Number and percent of private school students by community type, by selected characteristics: United States, 1995–96

Characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,032,200**	**100.0 %**	**2,492,539**	**100.0 %**	**1,968,029**	**100.0 %**	**571,632**	**100.0 %**
Private school type								
Catholic	2,519,205	50.1 %	1,325,035	53.2 %	995,863	50.6 %	198,307	34.7 %
Parochial	1,369,997	27.2	685,780	27.5	566,806	28.8	117,410	20.5
Diocesan	813,641	16.2	435,955	17.5	306,149	15.6	71,538	12.5
Private	335,567	6.7	203,300	8.2	122,909	6.3	9,358	1.6
Other religious	1,743,791	34.7 %	809,785	32.5 %	675,252	34.3 %	258,754	45.3 %
Conservative Christian	705,547	14.0	288,402	11.6	312,042	15.9	105,104	18.4
Affiliated	590,299	11.7	311,405	12.5	216,886	11.0	62,007	10.9
Unaffiliated	447,945	8.9	209,978	8.4	146,324	7.4	91,643	16.0
Non-sectarian	769,204	15.3 %	357,719	14.4 %	296,914	15.1 %	114,571	20.0 %
Regular	512,256	10.2	239,743	9.6	180,818	9.2	91,694	16.0
Special emphasis	174,673	3.5	82,598	3.3	76,961	3.9	15,114	2.6
Special education	82,276	1.6	35,377	1.4	39,135	2.0	7,764	1.4
School level								
Elementary	2,835,247	56.3 %	1,397,092	56.1 %	1,162,950	59.1 %	275,205	48.1 %
Secondary	811,422	16.1	460,491	18.5	286,549	14.6	64,381	11.3
Combined	1,385,531	27.5	634,955	25.5	518,529	26.4	232,046	40.6
Program emphasis								
Regular elementary, secondary	4,621,731	91.8 %	2,291,280	91.9 %	1,803,099	91.6 %	527,352	92.3 %
Montessori	73,468	1.5	34,988	1.4	33,439	1.7	5,042	0.9
Special program emphasis	113,702	2.3	65,406	2.6	42,140	2.1	6,156	1.1
Special education	92,268	1.8	41,002	1.6	42,900	2.2	8,366	1.5
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	4,813	0.1	2,069	0.1	2,535	0.1	—	—
Alternative	124,784	2.5	56,527	2.3	43,832	2.2	24,426	4.3
Size								
Less than 150	925,845	18.4 %	339,619	13.6 %	337,947	17.2 %	248,279	43.4 %
150 to 299	1,443,244	28.7	676,969	27.2	584,372	29.7	181,903	31.8
300 to 499	1,211,421	24.1	609,590	24.5	504,311	25.6	97,520	17.1
500 to 749	790,747	15.7	443,811	17.8	315,041	16.0	31,895	5.6
750 or more	660,942	13.1	422,550	17.0	226,358	11.5	—	—
Region								
Northeast	1,289,355	25.6 %	587,425	23.6 %	603,276	30.7 %	98,654	17.3 %
Midwest	1,348,736	26.8	635,795	25.5	501,453	25.5	211,489	37.0
South	1,444,685	28.7	790,293	31.7	452,104	23.0	202,288	35.4
West	949,424	18.9	479,025	19.2	411,197	20.9	59,202	10.4

—Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Technical Notes: 1995–96 Private School Universe Survey

Background

In 1988, NCES introduced a proposal to develop a system to improve on the collection of private school data. This data collection system is currently designed to (1) build a universe of private schools to serve as a sampling frame for NCES sample surveys and (2) generate biennial data on the total number of private schools, teachers, and students. In order to achieve these purposes, two major components are implemented: list building, including an area frame component, for the universe and data collection. Since the 1989–90 school year, the Bureau of the Census has conducted the biennial Private School Survey for NCES. The next data collection will take place during the 1997–98 school year. Data from the PSS are complemented by more in-depth information collected in the private school sample surveys that are part of the Schools and Staffing Survey (SASS).[4] The SASS was conducted in 1987–88, 1990–91 and 1993–94, and is next planned for the 1999–2000 school year.

Definitions

School, alternative. Alternative schools provide nontraditional education and may serve as an adjunct to a regular school. They fall outside the categories of regular, special education, and vocational education, although they may provide similar services or curriculum.

School, combined. A combined school has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary schools.

School, private. A private school is a school that is not supported primarily by public funds. It must provide instruction for one or more of grades K through 12 (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are **not** included.

School, secondary. A school is secondary if it has one or more of grades 7–12 and does not have any grades lower than grade 7; for example, schools with grades 9–12, 7–8, 10–12, or 7–9 are classified as secondary schools.

School, special education. Special education schools provide educational services to students with disabilities.

School, vocational. Vocational schools primarily serve students who are being trained for occupations.

School, special program emphasis. Schools which offer a special program emphasis such as science/math school, performing arts high school, foreign language immersion school, talented/gifted school.

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[4] U.S. Department of Education, National Center for Education Statistics, Private Schools in the United States: A Statistical Profile, 1993–94, NCES 97-459 (Washington, DC: 1997), Private Schools in the United States: A Statistical Profile, 1990–91, NCES 95-330 (Washington, DC: 1995), and Detailed Characteristics of Private Schools and Staff: 1987–88, NCES 92-079 (Washington, DC: 1992).

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Teacher. Any full-time or part-time teacher whose school reported that his or her assignment was teaching in any of grades K–12.

Typology. Private schools are assigned to one of three major categories and, within each major category, one of three subcategories:

- *Catholic* - (1) parochial, (2) diocesan, and (3) private;
- *Other religious* - (4) affiliated with a conservative Christian school association, (5) affiliated with a national denomination, and (6) unaffiliated;
- *Nonsectarian* - (7) regular program emphasis, (8) special program emphasis, and (9) special education.[5]

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to "primary" and "intermediate" levels instead of specific grades.

Private School Frames

Since 1983, NCES has used a dual frame approach for building its private school universe.[6] The dual frame consists of a list frame and an area frame. The list building component was the primary means for improving coverage of private schools. To identify schools that may have been overlooked in the list building component, an area frame component was also included. The combination of the universe list and additional schools identified in the area search comprised schools included in the 1995–96 Private School Universe Survey.

List Frame. The basis of the 1995–96 PSS list frame was the 1993–94 PSS. Beginning in 1995, NCES also collected data from schools for which kindergarten is the highest grade. Those 1995–96 PSS schools meeting the pre-1995 definition of a private school (including any of grades 1 through 12) are referred to as "traditional" schools. Schools with kindergarten, but no grade higher than kindergarten, are referred to as kindergarten-terminal (k-terminal) schools. Unless otherwise stated, all estimates are for traditional schools.

In order to provide coverage of private schools founded since 1993 and to improve coverage of private schools existing in 1993, NCES requested and collected membership lists from 26 private school associations and religious denominations. The associations were asked to include schools that met the new PSS school definition when they provided lists. The 50 states and the District of Columbia were asked to provide lists of private schools meeting the traditional definition of a school, as well as separate lists of programs which might include a kindergarten. These requests were made with the traditional state sources (the education departments) and also with other departments, such as health or recreation.

Schools on private school association membership lists and the state lists were compared to the base list and any school which did not match a school on the base list was added to the NCES private school universe list. As a result of these efforts, approximately 5,525 schools were added in 1995, for a total of 31,698 traditional schools on the private school universe list.[7] Additionally, questionnaires were sent out to approximately 7,000 programs

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[5] U.S. Department of Education, National Center for Education Statistics, Diversity of Private Schools, Technical Report, NCES 92-082 (Washington, DC: 1991).

[6] U.S. Department of Education, National Center for Education Statistics, Bulletin, Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools (Washington, DC: 1984).

[7] The operation was very similar to what was done for 1993–94 PSS. For a discussion of the update process for that year, see Jackson, B., R. Frazier, K. King, and D. Schwanz, (1994) "Improving the Coverage of Private Elementary-Secondary Schools," Proceedings of the Section on Survey Research Methods, American Statistical Association (Alexandria: VA), pages 833–838.

identified in the 1993–94 PSS as k-terminal. This procedure was done in order to ascertain if any of these programs included at least a kindergarten in the 1995–96 school year.

Area Frame. Using primary sampling units (PSUs), the 1995–96 PSS area frame was designed to produce approximately 50 percent overlap with the previous PSS. By maintaining a 50 percent overlap of PSUs, the reliability of estimates of change was maintained at a reasonable level. Consequently, the area frame consisted of two sets of sample PSUs:[8] 1) a subsample of the 1993–94 PSS area frame sample PSUs (overlap); and 2) a sample of PSUs selected independently from the 1993–94 PSS sample (nonoverlap).

The eight certainty PSUs in the 1993–94 PSS remained in the 1995–96 PSS with certainty. All fifty-eight PSUs that had been in the 1993–94 PSS for the first time and not previously overlapped were selected again for 1995–96 PSS, resulting in a total overlap sample of 66 PSUs.

An additional 58 PSUs were selected independently. The United States was divided into 2,054 PSUs, each consisting of a single county, independent city, or cluster of geographically contiguous areas. A minimum of two PSUs were allocated to each of the 16 strata (32 PSUs). An additional 26 PSUs were allocated to the 16 strata to more nearly approximate a uniform sampling fraction of PSUs from each stratum.

The strata were defined the same way as in the 1993–94 PSS area frame design: (a) four Census regions (Northeast, Midwest, South, West), (b) metro/nonmetro status (two levels) and (c) whether the PSU's percent private school enrollment exceeded the median percent private enrollment of the other PSUs in the census region/metro status strata (two levels - using 1990 Census data).

A total of 124 distinct PSUs were in the area sample. Within each of the 124 PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, regional office field staff created the frame by using such sources as yellow pages, non-Roman Catholic religious institutions, local education agencies, chambers of commerce, and local government offices. (Roman Catholic religious institutions were not contacted because their lists are usually current.) Once the area search lists were constructed, they were matched with the NCES private school universe list. Schools that did not match the universe list were considered part of the area frame.

Prior to 1993, an initial eligibility screening was performed over the telephone for area search frame schools before the questionnaire was mailed out. If a school was eligible, it was either sent a questionnaire or interviewed over the telephone at the time of the eligibility screening. Prior to 1995, a school had to have 160 days in the school year and conduct classes for at least four hours per day to be eligible for the PSS; in 1995 these two constraints were dropped. In 1995 all of the area frame adds were put into the telephone follow-up phase of PSS; as part of the 1995–96 PSS questionnaire, screener questions were included to determine eligibility for the survey. These changes would tend to cause the number of area frame adds to increase over the past since previously most of the out-of-scope cases were screened out before adding the area frame cases to the file. Because of these differences in methodology and definition, the results of the 1993–94 and 1995–96 area search frames are not strictly comparable to area search results from previous years.

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[8] The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the 1992 projected PSU population.

Changes in Questionnaire Between 1993–94 and 1995–96

The content of the PSS was developed in consultation with representatives of private school associations attending NCES private school data users' meetings. The 1995–96 PSS questionnaire content is relatively unchanged from the 1993–94 version. Nursery and prekindergarten, transitional kindergarten, and transitional first grade enrollment counts were added to the enrollment item (item 5). Questions regarding the length of school day and number of days per week for kindergarten, transitional kindergarten, and transitional first grade were added (item 7). "Early childhood program/day care center" was added as a category to the type of school item (item 13). The 1993–94 PSS questionnaire items concerning types of prekindergarten programs and the number of prekindergarten teachers were deleted.

Data Collection

The data collection phase consisted of two stages: A mailout/mailback stage and a telephone follow–up stage. The Census Bureau mailed PSS questionnaires to a total of 40,866 private schools on October 13, 1995. One week after the initial mailout, a postcard was sent reminding the school staff to complete and return the questionnaire. On November 22, 1995, a second questionnaire was sent to schools not responding to the first. A reminder postcard was sent one week after the second mailout. The return rate for the first mailout was 46 percent while the return rate at the end of the second mailout was 67 percent.[9]

On February 29, 1996, the Census Bureau began telephone interviewing for schools not responding to the mail questionnaire. An additional 4,730 schools from the area frame operation were added to the workload at this time. Interviewing took place at the Census Bureau's two Computer Assisted Telephone Interviewing (CATI) facilities located in Hagerstown, MD and Tucson, AZ. CATI follow-up continued through May 22, 1996. Additional follow-up was conducted in the Census Bureau's 12 Regional Offices for the 1,474 schools that could not be contacted by telephone. The final return rate was 99 percent.

A total of 10,125 programs that were sampled as traditional schools (i.e., any of grades one through twelve) were considered out-of-scope (or not eligible for the PSS). After weighting the list and area components (see weighting section) of the PSS, the estimate for the number of traditional private schools in the United States in 1995–96 was 27,686 (table TN1a). A total of 1,089 traditional private schools included in the PSS refused to participate. In 1993, 828 private schools refused.

Table TN1a.— Traditional schools

Source	Unweighted	Weighted
Out-of-scope list frame	6,355	0
Out-of-scope area frame	3,770	0
List Frame*	25,343	25,300
Area Frame	476	2,386
Total	35,944	27,686

* Differences between weighted and unweighted list frame estimates are due to some schools being reclassified between frames.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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[9] The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns (interviews, non-interviews, and out-of-scopes) by the total number of universe schools.

Table TN1b.— K-terminal schools

Source	Unweighted	Weighted
Out-of-scope list frame	5,045	0
Out-of-scope area frame	0[1]	0
List Frame[2]	4,132	4,175
Area Frame	483[1]	3,074
Total	9,660	7,249

[1] Because it is impossible to determine whether out-of-scope and non-interview area frame schools are k-terminal or traditional, all out-of-scope and non-interview area frame cases are included in the counts for traditional schools.
[2] Differences between weighted and unweighted list frame estimates are due to some schools being reclassified between frames.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

During data collection and later in processing, school definition problems and variations in school names or addresses resulted in 1,128 duplicate cases for schools meeting the traditional school definition. During the list development stage of PSS, some lists artificially divided schools into two or more schools. For example, a school offers grades kindergarten through twelve, but the information obtained during frame development identified the school as two schools, an elementary school and a secondary school. This resulted in two questionnaires being sent to the school.

Variations in school names and addresses resulted in additional duplication. For example, a school could be listed as "Saint John's" with a post office box mailing address and "Saint John the Evangelist" with a street address. Cases such as these often went undetected during the initial unduplication effort. Since the questionnaire is relatively short, respondents often completed the duplicate questionnaire rather than reporting the problem to the Census Bureau.

In an effort to resolve duplicate reporting, the Census Bureau conducted a thorough review of the data after collection. They identified potential duplicates by reviewing all cases of duplicate character strings in the school name, address, and telephone number fields. Cases determined to be true duplicates were made out-of-scope.

In addition to identifying duplicate cases on the PSS file, Census also identified nineteen Bureau of Indian Affairs schools. These schools are not considered private and were made out-of-scope.

Quality Control and Editing

For data collected during the telephone follow-up phase in the Census Bureau's two CATI facilities, preliminary quality assurance and editing checks took place at the time of the interview. The data collection instrument was designed to alert interviewers to inconsistencies reported by the respondent. In this event, the interviewer would review the answers with the respondent and make the appropriate corrections to the data. For example, if the religious affiliation differed from the expected affiliation, the interviewer would review the entry with the respondent in an attempt to obtain the correct answer. Data from the CATI facilities were transmitted to Census headquarters for further processing.

Data from the mail returns and the two CATI facilities went through several edits at the Census Bureau's headquarters in Washington, D.C. The edits consisted of:

1. Range check to eliminate out-of-range entries;

2. Consistency edit to compare data in different fields for consistency;

3. Blanking edit to verify that skip patterns on the questionnaire had been followed;

4. Interview status recode (ISR),[10] a program used prior to the weighting process to assign the final interview status to the record.

Item Response Rates

Eight items had an unweighted response rate less than 90 percent.[11] See appendix C for an itemized list of response rates for traditional schools. See the imputation section below for a description of the imputation procedures used to compensate for item nonresponse.

Imputation

For questionnaire records classified as interviews, values were imputed to items with missing data. Noninterview adjustment factors were used during the weighting process to compensate for data that were missing because the sample case was a non-interview.

For questionnaire items that should have been answered but were not, values were imputed either in the first stage (internal) or second stage (donor) imputation. The first stage imputation process was done by: (1) using data from other items on the 1995–96 PSS questionnaire and (2) using data from the 1993–94 Private School Survey. If an item were still unanswered after the first stage processing, it was imputed during the second stage processing.

The second stage imputation process used a hot deck imputation methodology by extracting data from the record for a school (donor) similar to the nonrespondent. All records (donors and nonrespondents) on the file were sorted by variables which describe certain characteristics of the schools, such as school type, affiliation, school level, and enrollment.

Weighting

The survey data from the area frame component were weighted to reflect the sampling rates (probability of selection) in the PSUs. Survey data from both the list and area frame components were adjusted for school nonresponse. This is a departure from 1989 and earlier Private School Surveys which adjusted for total nonresponse (i.e., school nonresponse) and for partial nonresponse associated with four specific PSS data elements. In the earlier PSS, schools, students, teachers, graduates, and projected graduates all had their own separate weights. Since the 1991 PSS, only one weight has been required due to a newly developed and complex imputation process which was used to compensate for item nonresponse. When estimates are produced for schools and other data elements, the same PSS school weights should be used. A brief description of the components that comprise the PSS weights follows.

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[10] ISR Codes: 1 = interview: the required items on the form are complete; 2 = non-interview: refusal, unable to contact, or conditions for ISR 1 not met; 3 = out of scope.

[11] The item response rates for items 7b, 7c, 8d, 9a, 9b, 9c, 9d, and 9e were 74.0 percent, 76.0 percent, 84.9 percent, 87.5 percent, 67.5 percent, 65.6 percent, 63.6 percent, and 58.1 percent, respectively.

There were 24,101 interviews and 1,718 cases which were non-interviews; the unweighted response rate was 93 percent. (See Table TN2a for a breakdown of weighted response rates by list and area frame for traditional schools and table TN2b for k-terminal schools.)

Table TN2a.—Traditional schools: Weighted school response rates by frame

	List frame	Area frame	Total frame
Response	23,775	2,013	25,788
(unweighted)	(23,775)	(326)	(24,101)
Nonresponse	1,568	676	2,244
(unweighted)	(1,568)	(150)	(1,718)
Out-of-scope	6,355	19,624	25,979
(unweighted)	(6,355)	(3,770)	(10,125)
Response rate*	93.8 percent	74.9 percent	92.0 percent

* The response rate is calculated as follows: Number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table TN2b. —K-terminal schools: Weighted school response rates by frame

	List frame	Area frame	Total frame
Response	4,038	3,211	7,249
(unweighted)	(4,038)	(483)	(4,521)
Nonresponse	94	0[1]	94
(unweighted)	(94)	(0)[1]	(94)
Out-of-scope	5,045	0[1]	5,045
(unweighted)	(5,045)	(0)[1]	(5,045)
Response rate[2]	97.7 percent	100.0 percent	98.7 percent

[1] Because it is impossible to determine whether out-of-scope and non-interview area frame schools are k-terminal or traditional, all out-of-scope and non-interview area frame cases are included in the counts for traditional schools.

[2] The response rate is calculated as follows: Number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

W_i, the PSS weight for all data items for the i^{th} school is: $W_i = BW_i \times NR_c$

where: BW_i is the inverse of the selection probability for school i ($BW_i = 1$, for list frame schools; BW_i = inverse of the PSU probability of selection for the area frame schools)

NR_c is the weighted ratio of the sum of the in-scope schools to the sum of the in-scope responding schools in cell c, using BW_i as the weight

The cells used in NR_c were school association (19 groups) by school level (five groups), by size (two groups), by urbanicity (three groups) for list frame schools (see table TN3); the cells used in NR_c for area frame schools were certainty/noncertainty PSU by school affiliation (three groups) by school level (four groups) (see table TN4). If the number of schools in cell c was less than 15 or NR_c was greater than 1.5, then cell c was collapsed. List frame cells were collapsed within size, class, urbanicity and grade level before association cells were collapsed for traditional schools. List frame k-terminal cells were collapsed separately. Area frame k-terminal cells were collapsed within affiliation.

Table TN3.—Nonresponse adjustment cells for list frame schools

Association membership	Urbanicity	Grade level and enrollment									
		K-terminal	Elementary		Secondary		Combined		Other	
			≤ 200	> 200	≤ 350	> 350	≤ 150	> 150	≤ 150	> 150
Catholic	Central city									
	Suburb									
	Rural or blank									
Friends	Central city									
	Suburb									
	Rural or blank									
Episcopal	Central city									
	Suburb									
	Rural or blank									
National Society for Hebrew Day Schools	Central city									
	Suburb									
	Rural or blank									
Solomon Schecter Day Schools	Central city									
	Suburb									
	Rural or blank									
Other Jewish	Central city									
	Suburb									
	Rural or blank									
Lutheran Church — Missouri Synod	Central city									
	Suburb									
	Rural or blank									
Evangelical Lutheran Church — Wisconsin Synod	Central city									
	Suburb									
	Rural or blank									
Evangelical Lutheran Church in America	Central city									
	Suburb									
	Rural or blank									
Other Lutheran	Central city									
	Suburb									
	Rural or blank									
Seventh-Day Adventist	Central city									
	Suburb									
	Rural or blank									
Christian Schools International	Central city									
	Suburb									
	Rural or blank									
American Association of Christian Schools	Central city									
	Suburb									
	Rural or blank									
National Association of Private Schools for Exceptional Children	Central city									
	Suburb									
	Rural or blank									
Military Schools	Central city									
	Suburb									
	Rural or blank									
Montessori	Central city									
	Suburb									
	Rural or blank									

Table TN3.—Nonresponse adjustment cells for list frame schools (continued)

Association membership	Urbanicity	Grade level and enrollment									
		K-terminal	Elementary		Secondary		Combined		Other	
			≤ 200	> 200	≤ 350	> 350	≤ 150	> 150	≤ 150	> 150
National Association of Independent Schools	Central city									
	Suburb									
	Rural or blank									
National Independent Private School Association	Central city									
	Suburb									
	Rural or blank									
All else	Central city									
	Suburb									
	Rural or blank									

Table TN4.—Nonresponse adjustment cells for area frame schools

Affiliation	Grade level			
	Elementary	Secondary	Combined	K-terminal
Catholic				
Other religious				
Non-sectarian				

Sampling Error

The standard error indicates how much variability there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, in school year 1995–96, the estimate for all traditional private schools is 27,686 and the standard error is 251.5. The 95 percent confidence interval for this statistic extends from 27,686 - (251.5 times 1.96) to 27,686 + (251.5 times 1.96) or from 27,193.1 to 28,178.9. The standard error for the 5,032,200 students in private schools is 20,481.7. The 95 percent confidence interval for this statistic extends from 4,992,055.9 to 5,072,344.1. For PSS, only the area frame contributes to the standard error. The list frame component of the standard error is always zero (0).

Estimates of standard errors were computed using a technique known as half-sample replication. As with any replication method, half-sample replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample provides an estimate of the variance of the statistic.[12] A computer program (WESVAR), developed by and available at Westat, Inc., was used to calculate the estimates of standard errors. Standard errors for statistics in each table are presented in corresponding tables in appendix A.

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. These statistical tests were based on the Student's *t* statistic. Generally, whether a difference is considered significant is determined by calculating a *t* value for the difference between a pair of means, or proportions, and comparing this value to published tables of values at certain critical levels, called alpha levels. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not.

[12] Kirk M. Wolter, *Introduction to Variance Estimation*, chapter 3, (New York: 1985).

The Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are (K*(K-1)/2) possible contrasts (or nonredundant pairwise comparisons), where K is the number of categories. For example, because race-ethnicity has five categories (black, non-Hispanic; white, non-Hispanic; Asian and Pacific Islander; and Native American), K=5; and there are (5*4)/2=10 possible comparisons among the categories. The Bonferroni procedure divides the alpha level for a single *t* test (for example .05) by the number of possible pairwise comparisons in order to provide a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the *t* statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^{\,2} + se_2^{\,2}}}$$

Where P_1 and P_2 are estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates.

Stability of Sampling Error Estimates

The known incompleteness of the private school list frame mandates the need for an area frame sample to improve the coverage of the private school universe. However, the area frame sample of PSUs is small (124 out of a total of approximately 2,500 eligible PSUs) leading to potentially unstable estimates of standard errors. This is particularly true when the domain of interest is small. When this occurs, sometimes there is not enough information to compute a standard error, as the tables indicate. Stabilizing the standard error estimate given the level of detail of the PSS estimates would require a much larger PSU sample. The current area frame is designed to produce regional estimates.

Nonsampling Error

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. While sampling theory can be used to estimate the sampling variability of an estimate, nonsampling errors are not easy to measure and usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Undercoverage in the list and area frames is another possible source of nonsampling error. The area frame was used to complement the list frame through the identification of schools missing from the list frame. Tables TN5, TN6, and TN7 show the contribution of the area frame to counts of students, teachers, and schools meeting the traditional PSS definition. Table TN7a shows the breakdown of list and area frame k-terminal schools.

Because the PSS uses a dual frame approach, it is possible to estimate the coverage or completeness of the PSS. A capture-recapture methodology was used to estimate the number of private schools in the United States and to estimate the coverage of private schools on the 1995 PSS. The list frame "captured" 25,300 schools. In the subsequent area frame, 22,247 schools (weighted) were "captured" of which 19,861 were "recaptured" or were already listed on the list frame. Solution for x, the number of private schools, in the equation, 22,247*(25,300/x), = 19,861, reveals an estimated population (capture-recapture estimate) of 28,339 private schools. The coverage of

the traditional PSS estimate is the ratio of the PSS estimate (27,686) to the capture-recapture estimate (28,339) and is equal to 97.7 percent.

The capture-recapture estimate of 28,339 private schools is based on the assumption that the probability of observing a school from a frame has the same expected value for all units. Separate capture-recapture estimates were calculated for each of the 9-category typology categories yielding an estimate 28,693 private schools and a PSS coverage estimate of 96.5 percent.

Table TN5.—Private school enrollment by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
	5,032,200	4,889,864	142,335	2.83%
Catholic	2,519,205	2,505,551	13,654	0.54
Parochial	1,369,997	1,365,085	4,911	0.36
Diocesan	813,641	805,640	8,002	0.98
Private	335,567	334,826	741	0.22
Other religious	1,743,791	1,660,356	83,435	4.78
Conservative Christian	705,547	669,684	35,863	5.08
Affiliated	590,299	576,305	13,994	2.37
Unaffiliated	447,945	414,367	33,578	7.50
Non-sectarian	769,204	723,958	45,246	5.88
Regular	512,256	496,675	15,581	3.04
Special emphasis	174,673	150,693	23,980	13.73
Special education	82,276	76,590	5,686	6.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1995–96.*

Table TN6.—Number of private school teachers (headcount) by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	361,909	348,847	13,061	3.61%
Catholic	140,941	140,010	931	0.66
Parochial	71,259	70,917	342	0.48
Diocesan	45,469	44,951	518	1.14
Private	24,214	24,142	71	0.30
Other religious	136,513	128,840	7,672	5.62
Conservative Christian	53,065	49,595	3,470	6.54
Affiliated	47,027	46,021	1,005	2.14
Unaffiliated	36,421	33,224	3,197	8.78
Non-sectarian	84,455	79,997	4,458	5.28
Regular	51,663	50,021	1,642	3.18
Special emphasis	19,023	16,902	2,122	11.15
Special education	13,769	13,074	695	5.04

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1995–96.*

Table TN7.—Number of private schools by private school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Total	27,686	25,300	2,386	8.62%
Catholic	8,248	8,175	73	0.88
Parochial	4,879	4,845	33	0.68
Diocesan	2,516	2,495	21	0.84
Private	853	835	18	2.15
Other religious	13,081	11,608	1,472	11.26
Conservative Christian	5,109	4,518	591	11.56
Affiliated	3,677	3,440	237	6.44
Unaffiliated	4,295	3,650	645	15.02
Non-sectarian	6,357	5,517	841	13.22
Regular	2,646	2,394	252	9.52
Special emphasis	2,425	1,945	480	19.79
Special education	1,286	1,177	109	8.45

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1995–96.*

Table TN7a.— K-terminal schools, students, and teachers by school typology and type of frame

Private school type	Total	List frame	Area frame	Area frame percent total
Schools				
Total	7,249	4,175	3,074	42.40%
Catholic	158	125	33	21.10
Other religious	2,001	1,310	691	34.55
Non-sectarian	5,089	2,740	2,349	46.15
Students				
Total	114,553	68,767	45,786	39.97
Catholic	3,631	3,126	505	13.92
Other religious	36,295	23,908	12,387	34.13
Non-sectarian	74,627	41,733	32,894	44.08
Teachers				
Total	14,330	9,488	4,843	33.79
Catholic	392	337	55	13.97
Other religious	4,259	3,090	1,169	27.45
Non-sectarian	9,679	6,060	3,619	37.39

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1995–96.*

Publication Criteria for PSS Estimates

NCES criteria for the publication of an estimate are based on two category types: (1) surveys based on a sample from the frame or (2) surveys based on the entire frame (universe surveys). To publish an estimate for a sample survey, at least 30 cases must be used in developing the estimate; for a universe survey, at least three cases must be used in developing the estimate. PSS has pieces of both categories: (1) a sample survey of 124 PSUs (area frame) which collects data on schools not on the list frame and (2) a complete census of schools belonging to the list frame. Since a significant component of a PSS estimate comes from the census of the list frame, the criterion of at least 30 cases seems unnecessarily high. However, since the area frame component of an estimate

can have a large sampling error, some indication of a large sampling error is appropriate. Based on these two concerns, the following rule was applied to estimates in the PSS tables:

In order for an estimate to be included in a PSS table, it must be based on at least 15 schools. If the estimate is based on at least 15 schools and the CV (standard error/estimate) is greater than 25 percent, then the estimate is identified as having a large CV and the reader is referred to a table of standard errors.

Comparability with Other Estimates

Private School Survey data. Comparisons of the 1995–96 NCES private school estimates with those from previous surveys (see table TN8) show an increase in the estimates for the number of private schools, students, and teachers in the aggregate, as well as within school level. For example, the 95 percent confidence interval on the 1995–96 estimate of 5,032,200 students ranges from 4,992,056 to 5,072,344 and the 95 percent confidence interval of the 1993–94 estimate of 4,836,442 ranges from 4,811,208 to 4,861,667. Similarly the 95 percent confidence interval on the 1995–96 estimate of 361,909 FTE teachers ranges from 358,737 to 365,081 and the confidence interval on the 1993–94 estimate of 338,162 ranges from 335,578 to 340,147.

Differences between the 1995–96 and 1993–94 PSS collections make the interpretation of the increase in estimates of schools, students, and teachers as growth problematic. Seven new association lists with 512 schools new to the PSS were obtained in 1995–96. In previous years the area frame would have been relied upon to include these schools in the PSS. As mentioned previously in the area frame section, the area search results for 1995 are not strictly comparable to those of 1993 due to differences in area search procedures. For the first time in 1995–96 all cases where a box was marked for the screener item (item 2) were checked and several schools that were obviously private schools, but had checked they were public, were added back to the PSS as an interview if there were data and as a noninterview if there were no data. Because of the expansion of the PSS definition of a school to include programs were kindergarten is the highest grade, additional lists of programs which might have a kindergarten were requested from non-traditional sources and the area search was expanded to search for programs which might have a kindergarten. Some schools which met the traditional PSS definition of a school (any of grades 1–12 or comparable ungraded levels) were discovered on these non-traditional sources and, when added to the PSS, increased the traditional estimates.

Current Population Survey data. A comparison of the NCES Private School Survey estimate for the total number of students in all private schools with the most recent household survey estimate of total enrollment from the October Supplement of the Current Population Survey (CPS)[13] shows that the two estimates are similar. The CPS estimate of the number of private school students in grades kindergarten through 12 in the 1995–96 school year is 5,324,000, and the PSS estimate is 5,146,753 students in all of grades K–12. For the 1995–96 PSS, the estimate of K–12 students is closer than in the past to the CPS estimate and is included in the CPS confidence interval. (The 95 percent confidence interval on the CPS estimate ranges from 5,101,500 to 5,546,500.) In the past the PSS estimate was lacking the k-terminal schools. This year's count of traditional school students (5,032,200) does not fall within the CPS 95 percent confidence interval. (The 95 percent confidence interval of the Private School Universe traditional school membership count ranges from 4,992,056 to 5,072,344.)

National Catholic Educational Association data. Comparisons of the NCES Private School Universe Survey estimate for Catholic schools with the National Catholic Educational Association (NCEA) data[14] for the 1995–96 school year (see table TN9) show a similarity in the school counts, but a difference in the student and

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[13] U.S. Department of Commerce, Bureau of the Census, "School Enrollment - Social and Economic Characteristics of Students: October 1995," *Current Population Reports*, Series P-20, No. 479 (Washington, DC: 1996).

[14] National Catholic Educational Association, *United States Catholic Elementary and Secondary Schools, 1995–96: Annual Report on Schools, Enrollment and Staffing* (Washington, DC: 1994).

teacher counts between the two data sources. The survey methodologies used by NCES and NCEA are quite different; NCES surveys private schools directly while NCEA surveys archdiocesan and diocesan offices of education and some state Catholic conferences. The NCEA 1995–96 school year count of 8,243 schools is within the 95 percent confidence interval of the NCES 1995–96 PSS estimate of Catholic schools (from 8,218 to 8,278). The NCEA student count of 2,491,111 is lower than the 95 percent confidence interval of the NCES 1995–96 PSS estimate of Catholic students (from 2,508,206 to 2,530,204). Both the NCEA teacher count of 166,759 and the PSS estimate of 140,941 include part-time and full-time teachers in the computation of full-time equivalents (the 95 percent confidence interval of the PSS estimate ranges from 140,246 to 141,637).

Table TN8.—Summary table for private school statistics: 1983,[1] 1985,[2] 1988,[3] 1989, 1991, 1993, and 1995

	1983	1985	1988	1989	1991	1993	1995
Schools							
Total	27,700	25,600	26,300	26,712	25,998	26,093	27,686
Elementary	15,630	15,300	(4)	16,514	15,716	15,571	16,744
Secondary	2,620	2,400	(4)	2,490	2,475	2,506	2,533
Combined	5,250	4,900	(4)	7,707	7,807	8,016	8,409
Other	4,200	2,900	(4)	(5)	(5)	(5)	(5)
Students							
Total	5,715,200	5,982,000	4,873,000	4,838,497	4,889,545	4,836,442	5,032,200
Elementary	3,240,500	3,343,000	2,827,800	2,764,118	2,766,059	2,759,771	2,835,247
Secondary	1,047,000	1,318,000	868,300	842,040	818,570	791,235	811,422
Combined	1,130,200	1,047,000	1,177,400	1,232,339	1,304,917	1,285,437	1,385,531
Other	297,500	274,000	(4)	(5)	(5)	(5)	(5)
FTE Teachers							
Total	337,200	404,000	344,659	331,533	339,267	338,162	361,909
Elementary	(4)	190,000	171,115	158,045	160,125	163,641	176,148
Secondary	(4)	83,000	63,270	62,971	62,198	58,497	59,880
Combined	(4)	96,000	110,273	110,537	116,944	116,025	125,881
Other	(4)	35,000	(4)	(5)	(5)	(5)	(5)

[1] U.S. Department of Education, National Center for Education Statistics, Bulletin, *Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools* (Washington, D.C.: 1984).

[2] Westat, Inc., *Private Schools and Private School Teachers: Final Report of the 1985–86 Private School Study* (Rockville, MD: 1987).

[3] U.S. Department of Education, National Center for Education Statistics, *Early Estimates: Key Statistics for Private Elementary and Secondary Education: School Year 1988–89*, NCES 88–867 (Washington, D.C.: 1988).

[4] Data are not available.

[5] The 1989, 1991, and 1993 PSS did not include the category "Other" for schools, students, or teachers. The alternative and special education schools assigned to that category have been included in the three levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1989–90, 1991–92, 1993–94, and 1995–96.*

Table TN9.—National Statistics for Catholic Schools for 1995–96. Comparison of NCEA[1] and PSS Data

	NCEA	PSS
Schools		
Total	8,243	8,248
Elementary	7,015	6,833
Secondary	1,228	1,149
Combined	(2)	266
Students		
Total	2,491,111	2,519,205
Elementary	1,884,461	1,835,535
Secondary	606,650	606,239
Combined	(2)	77,430
FTE Teachers		
Total	166,759	140,941
Elementary	118,753	95,306
Secondary	48,006	38,863
Combined	(2)	6,773

[1] National Catholic Education Association, *United States Catholic Elementary and Secondary Schools, 1995–96: Annual Report on Schools, Enrollment, and Staffing* (Washington, D.C.: 1996).

[2] Data are not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1995–96.*

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Appendix A. Standard Error Tables

Table 1A.—Standard errors for number and percent of private schools, students, and FTE teachers, by selected characteristics: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**251.5**		**20,481.7**		**1,618.3**	
Private school type						
Catholic	15.5	0.26	5,611.7	0.17	354.8	0.14
Parochial	10.2	0.17	1,212.2	0.11	91.1	0.09
Diocesan	14.4	0.08	5,674.2	0.09	359.6	0.08
Private	3.5	0.03	420.3	0.03	23.0	0.03
Other religious	218.8	0.46	11,932.4	0.14	1,121.4	0.18
Conservative Christian	138.6	0.43	8,197.7	0.13	861.6	0.20
Affiliated	118.1	0.38	3,552.9	0.07	271.7	0.07
Unaffiliated	107.5	0.34	6,680.5	0.12	556.7	0.14
Non-sectarian	117.1	0.37	8,771.8	0.13	656.7	0.14
Regular	57.2	0.19	3,306.1	0.07	371.1	0.10
Special emphasis	71.0	0.24	7,010.9	0.13	392.5	0.10
Special education	30.4	0.10	2,262.3	0.04	266.0	0.07
School level						
Elementary	152.2	0.33	5,900.5	0.21	475.6	0.18
Secondary	26.8	0.11	3,614.4	0.08	211.8	0.08
Combined	152.6	0.37	17,940.1	0.26	1,376.0	0.24
Program emphasis						
Regular elementary, secondary	197.1	0.39	12,781.4	0.20	1,101.2	0.20
Montessori	52.9	0.19	1,296.6	0.03	166.8	0.05
Special program emphasis	29.0	0.10	7,774.8	0.15	330.4	0.08
Special education	37.2	0.12	2,896.5	0.05	346.3	0.09
Vocational/technical	—	—	—	—	—	—
Early childhood	23.6	0.09	608.7	0.01	34.8	0.01
Alternative	90.6	0.30	4,649.1	0.09	498.3	0.13
Size						
Less than 150	232.2	0.36	8,612.0	0.16	868.4	0.19
150 to 299	55.2	0.23	12,191.9	0.16	1,001.8	0.19
300 to 499	5.5	0.11	1,951.7	0.10	112.3	0.10
500 to 749	12.8	0.05	8,133.7	0.12	366.2	0.08
750 or more	0.0	0.02	0.0	0.05	0.0	0.05
Region						
Northeast	51.0	0.25	5,867.9	0.13	361.7	0.14
Midwest	182.9	0.51	7,853.0	0.10	852.2	0.17
South	106.6	0.36	7,686.9	0.15	701.6	0.18
West	119.1	0.37	11,502.1	0.17	743.7	0.15
Community type						
Central city	112.8	0.43	7,013.1	0.18	642.4	0.18
Urban fringe/large town	143.7	0.42	16,016.3	0.20	1,101.7	0.20
Rural/small town	167.3	0.48	7,710.4	0.14	783.9	0.19

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 2A.—Standard errors for number and percent of private schools, students, and FTE teachers, by religious and non-sectarian category: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**251.5**		**20,481.7**		**1,618.3**	
Religious orientation						
Roman Catholic	15.5	0.26	5,611.7	0.17	354.8	0.14
Amish	37.8	0.13	851.2	0.02	37.8	0.01
Assembly of God	13.7	0.05	480.9	0.01	68.5	0.02
Baptist	70.8	0.26	5,847.5	0.11	538.3	0.14
Calvinist	0.0	#	0.0	#	0.0	#
Christian (unspecified)	115.9	0.35	8,051.2	0.14	735.0	0.17
Church of Christ	0.0	0.01	0.0	#	0.0	#
Church of God	6.4	0.02	128.5	#	20.1	0.01
Disciples of Christ	—	—	—	—	—	—
Episcopal	0.0	0.01	0.0	0.01	0.0	0.01
Friends	0.0	#	0.0	#	0.0	#
Greek Orthodox	0.0	#	0.0	#	0.0	#
Islamic	0.0	#	0.0	#	0.0	#
Jewish	7.9	0.03	1,298.1	0.02	140.6	0.03
Latter Day Saints	—	—	—	—	—	—
Lutheran Church - Missouri Synod	0.0	0.03	0.0	0.01	0.0	0.01
Evangelical Lutheran Church In America	0.0	#	0.0	#	0.0	#
Wisconsin Evangelical Lutheran Synod	14.0	0.05	2,952.4	0.06	237.9	0.07
Other Lutheran	0.0	#	0.0	#	0.0	#
Mennonite	98.2	0.35	3,018.0	0.06	223.9	0.06
Methodist	27.7	0.10	1,199.9	0.02	109.4	0.03
Pentecostal	53.7	0.19	1,758.7	0.03	239.1	0.06
Presbyterian	24.3	0.09	877.6	0.02	130.6	0.04
Seventh-Day Adventist	25.3	0.09	321.1	0.01	29.7	0.01
Other	75.5	0.26	2,516.1	0.05	293.1	0.08
Non-sectarian						
Exceptional children	24.6	0.09	1,131.8	0.02	131.2	0.04
Montessori	44.3	0.16	1,225.3	0.02	124.9	0.03
Other non-sectarian	108.4	0.35	8,532.3	0.13	631.5	0.14

— Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 3A.—Standard errors for number and percent of private schools by school level, by selected characteristics: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**251.5**		**152.2**		**26.8**		**152.6**	
Private school type								
Catholic	15.5	0.26	11.2	0.37	4.1	0.48	5.9	0.07
Parochial	10.2	0.17	10.2	0.26	0.0	0.09	0.0	0.01
Diocesan	14.4	0.08	7.2	0.10	4.1	0.24	5.9	0.07
Private	3.5	0.03	3.5	0.03	0.0	0.18	0.0	0.03
Other religious	218.8	0.46	123.8	0.47	13.7	0.46	139.5	0.72
Conservative Christian	138.6	0.43	47.0	0.27	9.6	0.36	110.2	0.93
Affiliated	118.1	0.38	89.3	0.47	0.0	0.12	42.5	0.45
Unaffiliated	107.5	0.34	76.1	0.39	9.7	0.36	71.1	0.78
Non-sectarian	117.1	0.37	80.4	0.41	22.6	0.66	58.1	0.69
Regular	57.2	0.19	51.8	0.28	0.0	0.12	24.2	0.35
Special emphasis	71.0	0.24	46.4	0.26	21.4	0.76	45.2	0.51
Special education	30.4	0.10	16.9	0.10	7.4	0.28	25.7	0.31
Program emphasis								
Regular elementary, secondary	197.1	0.39	130.2	0.36	10.5	0.76	117.1	0.89
Montessori	52.9	0.19	42.9	0.25	—	—	24.6	0.29
Special program emphasis	29.0	0.10	29.1	0.17	0.0	0.04	28.8	0.32
Special education	37.2	0.12	16.9	0.10	7.4	0.28	33.4	0.38
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	23.6	0.09	19.1	0.11	0.0	0.00	—	—
Alternative	90.6	0.30	47.5	0.27	23.5	0.82	80.5	0.88
Size								
Less than 150	232.2	0.36	150.4	0.41	25.8	0.61	138.6	0.67
150 to 299	55.2	0.23	19.4	0.28	0.0	0.19	47.6	0.51
300 to 499	5.5	0.11	0.0	0.11	5.5	0.26	0.0	0.16
500 to 749	12.8	0.05	4.1	0.04	4.1	0.19	9.8	0.12
750 or more	0.0	0.02	0.0	0.01	0.0	0.12	0.0	0.06
Region								
Northeast	51.0	0.25	42.5	0.28	19.8	0.57	33.5	0.47
Midwest	182.9	0.51	118.7	0.52	14.1	0.47	96.9	0.96
South	106.6	0.36	71.8	0.38	0.0	0.22	73.6	0.83
West	119.1	0.37	42.2	0.27	11.2	0.40	82.4	0.83
Community type								
Central city	112.8	0.43	75.0	0.41	14.1	0.52	68.3	0.90
Urban fringe/large town	143.7	0.42	61.7	0.31	22.7	0.61	101.6	1.06
Rural/small town	167.3	0.48	98.0	0.47	0.0	0.16	118.1	1.07

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey,1995–96.

Table 4A.—Standard errors for number and percent of private school students by school level, by selected characteristics: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**20,481.7**		**5,900.5**		**3,614.4**		**17,940.1**	
Private school type								
Catholic	5,611.7	0.17	2,607.9	0.12	2,785.9	0.23	1,537.3	0.06
Parochial	1,212.2	0.11	1,212.2	0.09	0.0	0.05	0.0	0.02
Diocesan	5,674.2	0.09	2,492.8	0.08	2,785.9	0.25	1,537.3	0.10
Private	420.3	0.03	420.3	0.02	0.0	0.13	0.0	0.04
Other religious	11,932.4	0.14	4,335.4	0.12	2,091.4	0.23	9,524.5	0.44
Conservative Christian	8,197.7	0.13	3,714.7	0.13	1,994.1	0.24	6,514.3	0.32
Affiliated	3,552.9	0.07	2,316.0	0.08	0.0	0.04	2,007.7	0.16
Unaffiliated	6,680.5	0.12	3,572.1	0.12	630.7	0.08	5,797.9	0.40
Non-sectarian	8,771.8	0.13	2,830.4	0.09	963.9	0.12	9,675.7	0.39
Regular	3,306.1	0.07	2,164.1	0.07	0.0	0.03	2,541.4	0.31
Special emphasis	7,010.9	0.13	1,983.2	0.07	920.2	0.11	8,790.2	0.57
Special education	2,262.3	0.04	349.6	0.01	286.9	0.04	2,338.1	0.17
Program emphasis								
Regular elementary, secondary	12,781.4	0.20	5,628.6	0.06	3,426.0	0.14	9,104.9	0.66
Montessori	1,296.6	0.03	694.8	0.02	—	—	970.6	0.07
Special program emphasis	7,774.8	0.15	1,237.7	0.04	0.0	0.01	8,842.5	0.59
Special education	2,896.5	0.05	349.6	0.01	286.9	0.04	2,956.1	0.18
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	608.7	0.01	577.9	0.02	0.0	0.00	—	—
Alternative	4,649.1	0.09	1,206.7	0.04	1,115.6	0.13	4,298.1	0.31
Size								
Less than 150	8,612.0	0.16	5,506.6	0.17	1,222.4	0.14	5,918.7	0.40
150 to 299	12,191.9	0.16	3,856.1	0.14	0.0	0.06	10,607.9	0.54
300 to 499	1,951.7	0.10	0.0	0.06	1,951.7	0.21	0.0	0.26
500 to 749	8,133.7	0.12	2,151.2	0.07	2,785.9	0.27	6,463.9	0.29
750 or more	0.0	0.05	0.0	0.01	0.0	0.16	0.0	0.26
Region								
Northeast	5,867.9	0.13	3,005.8	0.09	2,919.4	0.25	2,865.2	0.29
Midwest	7,853.0	0.10	3,597.6	0.11	578.6	0.14	4,643.0	0.21
South	7,686.9	0.15	2,963.6	0.09	0.0	0.08	6,816.7	0.63
West	11,502.1	0.17	3,330.2	0.11	2,051.0	0.22	12,457.6	0.69
Community type								
Central city	7,013.1	0.18	4,709.5	0.13	578.6	0.25	4,222.5	0.52
Urban fringe/large town	16,016.3	0.20	4,023.3	0.12	3,567.8	0.29	14,825.1	0.68
Rural/small town	7,710.4	0.14	2,317.9	0.07	0.0	0.04	7,076.1	0.47

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 5A.—Standard errors for number and percent of private schools by school level, by religious and non-sectarian category: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**251.5**		**152.2**		**26.8**		**152.6**	
Religious orientation								
Roman Catholic	15.5	0.26	11.2	0.37	4.1	0.48	5.9	0.07
Amish	37.8	0.13	37.8	0.21	0.0	0.00	0.0	#
Assembly of God	13.7	0.05	8.5	0.06	—	—	10.7	0.14
Baptist	70.8	0.26	29.1	0.17	0.0	0.01	64.5	0.74
Calvinist	0.0	#	0.0	#	0.0	0.01	0.0	0.01
Christian (unspecified)	115.9	0.35	47.3	0.26	13.7	0.51	85.6	0.82
Church of Christ	0.0	0.01	0.0	#	—	—	0.0	0.01
Church of God	6.4	0.02	0.0	#	—	—	6.4	0.08
Disciples of Christ	—	—	—	—	—	—	—	—
Episcopal	0.0	0.01	0.0	0.01	0.0	0.02	0.0	0.02
Friends	0.0	#	0.0	#	—	—	0.0	0.01
Greek Orthodox	0.0	#	0.0	#	—	—	—	—
Islamic	0.0	#	0.0	#	—	—	0.0	0.01
Jewish	7.9	0.03	0.0	0.02	0.0	0.06	7.9	0.09
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	0.0	0.03	0.0	0.05	0.0	0.02	0.0	#
Evangelical Lutheran Church In America	0.0	#	0.0	0.01	—	—	—	—
Wisconsin Evangelical Lutheran Synod	14.0	0.05	14.0	0.09	0.0	0.01	—	—
Other Lutheran	0.0	#	0.0	#	—	—	—	—
Mennonite	98.2	0.35	65.2	0.38	—	—	43.8	0.52
Methodist	27.7	0.10	8.2	0.05	—	—	26.4	0.32
Pentecostal	53.7	0.19	8.8	0.05	—	—	52.9	0.60
Presbyterian	24.3	0.09	16.1	0.10	—	—	18.1	0.21
Seventh-Day Adventist	25.3	0.09	25.3	0.15	0.0	0.02	0.0	0.05
Other	75.5	0.26	41.0	0.24	0.0	0.01	43.8	0.48
Non-sectarian								
Exceptional children	24.6	0.09	0.0	0.01	0.0	0.03	24.6	0.30
Montessori	44.3	0.16	39.3	0.23	—	—	18.3	0.21
Other non-sectarian	108.4	0.35	75.3	0.40	22.6	0.68	49.5	0.59

—Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 6A.—Standard errors for number and percent of private school students by school level, by religious and non-sectarian category: United States, 1995–96

Characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**20,481.7**		**5,900.5**		**3,614.4**		**17,940.1**	
Religious orientation								
Roman Catholic	5,611.7	0.17	2,607.9	0.12	2,785.9	0.23	1,537.3	0.06
Amish	851.2	0.02	851.2	0.03	0.0	0.00	0.0	#
Assembly of God	480.9	0.01	222.1	0.01	—	—	426.5	0.05
Baptist	5,847.5	0.11	1,004.0	0.04	0.0	#	5,760.7	0.41
Calvinist	0.0	#	0.0	#	0.0	#	0.0	0.01
Christian (unspecified)	8,051.2	0.14	3,009.6	0.10	2,091.4	0.25	6,336.7	0.34
Church of Christ	0.0	#	0.0	#	—	—	0.0	0.02
Church of God	128.5	#	0.0	#	—	—	128.5	0.01
Disciples of Christ	—	—	—	—	—	—	—	—
Episcopal	0.0	0.01	0.0	#	0.0	0.01	0.0	0.04
Friends	0.0	#	0.0	#	—	—	0.0	0.01
Greek Orthodox	0.0	#	0.0	#	—	—	—	—
Islamic	0.0	#	0.0	#	0.0	0.00	0.0	0.01
Jewish	1,298.1	0.02	0.0	0.01	0.0	0.01	1,298.1	0.05
Latter Day Saints	—	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	2.0	0.01	0.0	0.01	0.0	0.01	0.0	#
Evangelical Lutheran Church In America	0.0	#	0.0	#	—	—	—	—
Wisconsin Evangelical Lutheran Synod	2,952.4	0.06	2,952.4	0.10	0.0	#	—	—
Other Lutheran	0.0	#	0.0	#	—	—	—	—
Mennonite	3,018.0	0.06	1,565.3	0.05	—	—	1,861.2	0.13
Methodist	1,199.9	0.02	386.5	0.01	—	—	1,136.0	0.08
Pentecostal	1,758.7	0.03	421.6	0.01	—	—	1,707.4	0.12
Presbyterian	877.6	0.02	688.6	0.02	—	—	544.1	0.04
Seventh-Day Adventist	321.1	0.01	321.1	0.01	0.0	0.01	0.0	0.03
Other	2,516.1	0.05	2,027.4	0.07	0.0	#	1,204.5	0.10
Non-sectarian								
Exceptional children	1,131.8	0.02	0.0	#	0.0	#	1,131.8	0.09
Montessori	1,225.3	0.02	619.4	0.02	—	—	866.3	0.06
Other non-sectarian	8,532.3	0.13	2,882.7	0.10	963.9	0.12	9,568.5	0.42

—Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 7A.—Standard errors for percentage distribution of private schools by program emphasis, by religious and non-sectarian category: United States, 1995–96

Category	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total	**0.39**	**0.19**	**0.10**	**0.12**	—	**0.09**	**0.30**
Religious orientation							
Roman Catholic	0.14	#	0.07	0.07	—	—	#
Amish	0.20	0.00	0.00	—	—	—	—
Assembly of God	1.81	—	—	—	—	—	1.85
Baptist	1.01	—	0.03	—	—	—	1.01
Calvinist	0.00	0.00	0.00	—	—	—	—
Christian (unspecified)	1.74	0.03	0.69	0.44	—	—	1.73
Church of Christ	0.00	—	—	0.00	—	—	—
Church of God	3.99	—	0.00	0.00	—	—	4.03
Disciples of Christ	—	—	—	—	—	—	—
Episcopal	0.00	—	—	—	—	—	—
Friends	0.00	0.00	—	—	—	—	—
Greek Orthodox	0.00	0.00	—	0.00	—	—	0.00
Islamic	0.00	—	—	0.00	—	—	—
Jewish	0.23	0.00	0.16	—	—	—	0.05
Latter Day Saints	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	0.00	—	—	—	—	—	0.00
Evangelical Lutheran Church in America	0.00	—	—	—	—	—	—
Wisconsin Evangelical Lutheran Synod	0.01	0.00	0.00	0.00	—	—	—
Other Lutheran	0.00	0.00	—	—	—	—	—
Mennonite	0.81	0.00	0.00	—	—	—	—
Methodist	2.66	—	—	—	—	—	—
Pentecostal	5.76	—	—	0.00	—	—	5.74
Presbyterian	8.20	—	—	—	—	—	—
Seventh-Day Adventist	0.05	—	—	—	—	—	—
Other	1.81	—	—	—	—	—	1.66
Non-sectarian							
Exceptional children	0.19	—	0.08	2.82	—	—	3.14
Montessori	0.17	0.21	—	0.00	—	—	—
Other non-sectarian	0.78	0.34	0.25	0.59	—	0.36	0.82

—Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 8A.—Standard errors for percentage distribution of private school students by program emphasis, by religious and non-sectarian category: United States, 1995–96

Category	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total	**0.20**	**0.03**	**0.15**	**0.05**	—	**0.01**	**0.09**
Religious orientation							
Roman Catholic	0.11	#	0.05	0.06	—	—	#
Amish	0.40	0.00	0.00	—	—	—	—
Assembly of God	0.54	—	—	—	—	—	0.56
Baptist	0.57	—	0.02	—	—	—	0.57
Calvinist	0.00	0.00	0.00	—	—	—	—
Christian (unspecified)	0.78	0.01	0.13	0.04	—	—	0.79
Church of Christ	0.00	—	—	0.00	—	—	—
Church of God	0.80	—	0.00	0.00	—	—	0.81
Disciples of Christ	—	—	—	—	—	—	—
Episcopal	0.00	—	—	—	—	—	—
Friends	0.00	0.00	—	—	—	—	—
Greek Orthodox	0.00	0.00	—	0.00	—	—	0.00
Islamic	0.00	—	—	0.00	—	—	—
Jewish	0.10	0.00	0.08	—	—	—	0.01
Latter Day Saints	—	—	—	—	—	—	—
Lutheran Church - Missouri Synod	0.00	—	—	—	—	—	—
Evangelical Lutheran Church In America	0.00	—	—	—	—	—	—
Wisconsin Evangelical Lutheran Synod	#	0.00	0.00	0.00	—	—	—
Other Lutheran	0.00	0.00	—	—	—	—	—
Mennonite	0.30	0.00	0.00	—	—	—	—
Methodist	0.36	—	—	—	—	—	—
Pentecostal	3.25	—	—	0.00	—	—	3.26
Presbyterian	1.54	—	—	—	—	—	—
Seventh-Day Adventist	0.01	—	—	—	—	—	—
Other	0.42	—	—	—	—	—	0.40
Non-sectarian							
Exceptional children	0.21	—	0.08	1.54	—	—	1.86
Montessori	0.23	0.24	—	0.00	—	—	—
Other non-sectarian	0.87	0.07	0.91	0.33	—	0.09	0.19

—Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 9A.—Standard errors for number and percent of private school students by grade level, by private school type: United States, 1995–96

Private school type	Grade									
	Kindergarten		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**2,191.5**		**1,684.8**		**1,606.0**		**1,546.1**		**1,562.2**	
Catholic	608.1	0.18	505.5	0.18	325.9	0.15	324.0	0.10	275.2	0.17
Parochial	561.4	0.12	413.8	0.12	155.5	0.13	92.4	0.10	3.7	0.14
Diocesan	127.8	0.06	251.4	0.06	325.1	0.05	325.5	0.00	284.0	0.06
Private	195.8	0.04	145.3	0.03	60.8	0.02	31.6	0.00	16.3	0.01
Other religious	1,591.2	0.2	1,193.3	0.15	1,054.6	0.13	1,023.5	0.10	901.1	0.13
Conservative Christian	1,150.2	0.19	819.0	0.15	689.4	0.13	678.7	0.10	615.8	0.12
Affiliated	444.2	0.08	452.1	0.08	450.2	0.09	363.0	0.00	377.9	0.08
Unaffiliated	1,083.1	0.19	870.2	0.17	650.5	0.14	744.7	0.10	514.8	0.12
Non-sectarian	1,007.6	0.15	710.7	0.12	602.3	0.11	593.3	0.10	733.8	0.15
Regular	692.1	0.11	400.9	0.07	316.2	0.07	291.9	0.00	276.8	0.06
Special emphasis	438.5	0.07	530.4	0.1	459.4	0.1	464.5	0.10	624.8	0.15
Special education	163.2	0.03	29.4	0.01	23.4	0.01	30.8	0.00	21.3	0.01

Private school type	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,767.2**		**1,421.3**		**1,715.7**		**1,630.1**		**1,384.2**	
Catholic	336.4	0.19	340.6	0.17	336.4	0.20	292.3	0.21	688.2	0.22
Parochial	28.8	0.16	122.3	0.13	0.0	0.16	0.0	0.15	0.0	0.03
Diocesan	313.4	0.06	317.9	0.07	336.4	0.08	292.3	0.08	688.2	0.18
Private	29.6	#	0.0	0.01	0.0	0.01	0.0	0.02	0.0	0.09
Other religious	1,025.8	0.14	1,019.9	0.16	1,259.7	0.2	1,284.9	0.22	1,057.5	0.23
Conservative Christian	675.0	0.14	705.2	0.15	828.2	0.18	991.6	0.23	863.6	0.23
Affiliated	387.2	0.09	299.9	0.07	385.6	0.09	329.8	0.09	140.7	0.05
Unaffiliated	553.9	0.13	585.7	0.14	642.1	0.15	558.0	0.14	509.9	0.15
Non-sectarian	727.6	0.15	489.9	0.1	573.3	0.12	530.7	0.12	360.8	0.1
Regular	323.3	0.08	282.7	0.07	319.2	0.09	311.6	0.09	179.4	0.07
Special emphasis	587.9	0.14	327.8	0.08	448.2	0.12	390.9	0.1	291.9	0.09
Special education	17.7	#	18.8	#	24.2	#	47.9	0.01	77.4	0.02

NOTE: All sources and footnotes appear on the second page of Table 9A.

Table 9A.—Standard errors for number and percent of private school students by grade level, by private school type: United States, 1995-96 (continued)

Private school type	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,295.1**		**1,051.6**		**1,146.8**		**5065.2**	
Catholic	605.8	0.22	642.9	0.19	849.0	0.20	1537.3	1.09
Parochial	0.0	0.03	0.0	0.03	0.0	0.00	0.0	0.04
Diocesan	605.8	0.18	642.9	0.19	849.0	0.20	1537.3	1.26
Private	0.0	0.09	0.0	0.08	0.0	0.10	0.0	0.19
Other religious	977.0	0.23	679.8	0.19	700.1	0.20	954.8	0.92
Conservative Christian	698.2	0.20	486.0	0.16	408.6	0.10	464.8	0.46
Affiliated	173.0	0.07	196.2	0.07	73.8	0.00	272.9	0.26
Unaffiliated	533.7	0.16	373.3	0.13	529.0	0.10	788.1	0.69
Non-sectarian	438.5	0.13	431.6	0.14	330.9	0.10	3773.8	1.03
Regular	226.2	0.08	227.6	0.09	227.6	0.10	718.6	0.65
Special emphasis	362.7	0.12	357.4	0.13	239.4	0.00	2595.7	1.43
Special education	75.6	0.02	82.2	0.03	20.5	0.00	2326.3	1.96

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 10A.—Standard errors for number of private school students by program emphasis, by grade level: United States, 1995–96

Category	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total	**20,481.7**	**12,781.4**	**1,296.6**	**7,774.8**	**2,896.5**	—	**608.7**	**4,649.1**
Kindergarten	2,191.5	1,865.1	412.9	371.7	163.2	—	311.7	647.5
First	1,684.8	1,341.6	189.5	438.6	33.0	—	0.0	491.7
Second	1,606.0	1,106.2	97.6	589.3	27.8	—	0.0	372.5
Third	1,546.1	1,104.2	130.6	573.7	34.3	—	0.0	411.1
Fourth	1,562.2	982.3	6.7	720.1	36.8	—	0.0	295.2
Fifth	1,767.2	1,084.3	0.0	785.1	23.2	—	0.0	433.5
Sixth	1,421.3	1,071.4	0.0	439.8	35.4	—	0.0	324.0
Seventh	1,715.7	1,201.1	0.0	621.4	24.2	—	0.0	413.7
Eighth	1,630.1	1,145.2	0.0	544.6	50.2	—	0.0	522.3
Ninth	1,384.2	1,197.2	0.0	195.9	77.4	—	0.0	418.3
Tenth	1,295.1	1,104.9	0.0	195.9	81.3	—	0.0	444.6
Eleventh	1,051.6	910.1	0.0	195.9	82.2	—	0.0	459.9
Twelfth	1,146.8	1,015.5	0.0	0.0	20.5	—	0.0	507.2
Ungraded	5,065.2	666.4	970.6	2,396.2	2,890.6	—	302.3	972.7

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 11A.—Standard errors for number of private schools by program emphasis, by length of school day: United States, 1995–96

Length of school day	Total	Regular elementary secondary	Montessori	Special programs	Special education	Vocational technical education	Early childhood	Alternative
Total schools	**251.5**	**197.1**	**52.9**	**29.0**	**37.2**	**—**	**23.6**	**90.6**
Number of hours								
Less than 4	23.5	0.0	0.0	—	0.0	—	17.9	11.7
4 to 4.9	23.1	5.5	—	—	0.0	—	—	25.9
5 to 5.9	41.6	36.0	0.0	0.0	9.4	—	—	18.7
6 to 6.9	199.2	152.4	51.8	32.7	29.6	—	6.6	76.7
7 or more	127.8	100.1	17.4	25.3	14.4	—	8.8	45.2

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 12A.—Standard errors for number and percent of private schools by selected characteristics: United States, 1995–96

Characteristics	Less than 150		150 to 299		300 to 499		500 to 749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**232.2**	**0.36**	**55.2**	**0.23**	**5.5**	**0.11**	**12.8**	**0.00**	**0.0**	**0.02**
Private school type										
Catholic	15.7	0.18	14.7	0.17	0.0	0.04	8.2	0.00	0.0	0.01
Parochial	15.3	0.28	8.7	0.23	0.0	0.05	0.0	0.00	0.0	-2.00
Diocesan	0.0	0.10	11.8	0.31	0.0	0.14	8.2	0.30	0.0	0.03
Private	3.5	0.30	0.0	0.09	0.0	0.09	0.0	0.00	0.0	0.05
Other religious	210.7	0.48	37.7	0.34	5.5	0.12	0.0	0.00	0.0	0.02
Conservative Christian	135.6	0.83	20.0	0.55	5.5	0.24	0.0	0.00	0.0	0.04
Affiliated	117.9	1.17	7.9	0.71	0.0	0.29	0.0	0.10	0.0	0.06
Unaffiliated	103.8	0.72	27.9	0.65	0.0	0.12	0.0	0.00	0.0	0.03
Non-sectarian	111.3	0.47	18.6	0.31	0.0	0.10	9.8	0.10	0.0	0.03
Regular	54.5	0.85	12.8	0.53	0.0	0.24	0.0	0.10	0.0	0.09
Special emphasis	72.0	0.84	9.8	0.44	0.0	0.04	9.8	0.40	—	—
Special education	29.0	0.69	9.3	0.69	—	—	0.0	0.00	—	—
School level										
Elementary	150.4	0.41	19.4	0.28	0.0	0.11	4.1	0.00	0.0	0.01
Secondary	25.8	0.61	0.0	0.19	5.5	0.26	4.1	0.10	0.0	0.12
Combined	138.6	0.67	47.6	0.51	0.0	0.16	9.8	0.10	0.0	0.06
Program emphasis										
Regular elementary, secondary	189.6	0.44	40.8	0.27	5.5	0.12	8.2	0.00	0.0	0.03
Montessori	52.9	0.27	0.0	0.24	—	—	0.0	0.00	—	—
Special program emphasis	30.9	3.73	15.7	2.30	0.0	0.35	9.8	1.40	0.0	0.17
Special education	32.6	0.68	11.1	0.68	—	—	0.0	0.00	—	—
Vocational/technical	—	—	—	—	—	—	—	—	—	—
Early childhood	23.6	0.79	—	—	0.0	0.00	0.0	0.00	0.0	0.00
Alternative	90.6	0.34	0.0	0.25	0.0	0.06	—	—	—	—
Community type										
Central city	105.5	0.47	24.0	0.27	0.0	0.14	4.1	0.00	0.0	0.04
Urban fringe/large town	125.5	0.54	31.7	0.33	5.5	0.17	10.6	0.00	0.0	0.03
Rural/small town	165.0	0.67	27.9	0.57	0.0	0.12	0.0	0.00	—	—

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 13A.—Standard errors for number and percent of private school teachers (headcount) by work status, by selected characteristics: United States, 1995–96

Characteristics	Total	Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**1,723.5**	**1,511.0**	**0.09**	**147.1**	**0.03**	**192.5**	**0.00**	**177.4**	**0.05**	**209.6**	**0.05**
Private school type											
Catholic	357.8	334.7	0.04	23.7	0.01	32.3	0.00	9.7	0.01	23.5	0.02
Parochial	104.2	80.8	0.05	19.3	0.02	26.9	0.00	9.7	0.01	9.7	0.01
Diocesan	370.4	343.4	0.07	12.4	0.02	17.7	0.00	0.0	0.03	8.2	0.01
Private	39.6	25.7	0.03	5.9	0.03	0.0	0.00	0.0	0.01	19.8	0.07
Other religious	1,318.0	931.8	0.14	128.6	0.07	193.5	0.00	160.3	0.09	122.8	0.05
Conservative Christian	1,047.7	705.8	0.32	66.9	0.08	151.9	0.10	144.0	0.18	101.8	0.10
Affiliated	294.9	218.6	0.07	32.6	0.04	70.2	0.00	0.0	0.03	6.4	0.03
Unaffiliated	599.3	520.5	0.36	93.8	0.22	64.0	0.10	70.4	0.16	63.6	0.15
Non-sectarian	678.9	682.1	0.33	47.9	0.05	171.9	0.10	70.6	0.08	169.9	0.17
Regular	428.5	343.2	0.25	30.8	0.05	51.7	0.00	15.1	0.03	156.1	0.26
Special emphasis	363.2	447.7	1.21	27.4	0.15	156.6	0.70	64.5	0.33	57.1	0.27
Special education	281.1	256.9	0.11	7.4	0.07	13.6	0.10	18.7	0.09	15.1	0.10
School level											
Elementary	595.1	446.1	0.11	53.2	0.05	130.6	0.00	71.5	0.04	180.5	0.08
Secondary	230.7	199.8	0.04	7.4	0.11	27.7	0.00	0.0	0.02	25.6	0.03
Combined	1,466.0	1,234.7	0.18	134.5	0.09	141.9	0.00	155.3	0.10	90.9	0.07
Program emphasis											
Regular elementary, secondary	1,288.3	931.6	0.07	110.9	0.03	187.8	0.00	162.2	0.04	199.9	0.05
Montessori	196.2	132.8	0.64	58.1	0.54	0.0	0.20	11.0	0.16	36.3	0.30
Special program emphasis	252.2	410.0	1.84	8.3	0.17	87.0	0.90	43.5	0.47	21.8	0.27
Special education	363.2	331.6	0.13	7.4	0.07	22.3	0.10	23.9	0.12	15.1	0.09
Vocational/technical	—	—	—	—	—	—	—	—	—	—	—
Early childhood	56.7	24.2	4.73	0.0	1.33	35.8	7.10	0.0	1.25	19.8	3.92
Alternative	540.2	442.7	0.70	51.4	0.29	104.1	0.50	46.3	0.33	43.5	0.28
Size											
Less than 150	1,067.4	758.3	0.26	125.6	0.11	220.8	0.10	176.5	0.14	208.2	0.15
150 to 299	1,047.2	904.2	0.12	59.7	0.04	108.3	0.00	18.7	0.06	16.6	0.04
300 to 499	127.5	94.3	0.01	0.0	0.01	27.7	0.00	0.0	0.01	5.5	#
500 to 749	372.0	358.4	0.09	12.4	0.02	0.0	0.00	0.0	0.02	8.2	0.01
750 or more	0.0	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Region											
Northeast	355.4	337.5	0.08	40.0	0.03	59.0	0.00	106.5	0.10	29.0	0.04
Midwest	969.4	741.5	0.17	61.1	0.04	110.6	0.00	45.3	0.06	178.9	0.17
South	773.0	658.0	0.15	105.5	0.09	138.5	0.10	99.0	0.07	74.9	0.06
West	821.2	686.0	0.38	58.3	0.03	155.2	0.20	92.7	0.11	92.2	0.11
Community type											
Central city	695.6	665.9	0.14	95.0	0.05	130.6	0.00	104.2	0.05	167.5	0.08
Urban fringe/large town	1,145.5	962.4	0.07	94.8	0.04	135.3	0.00	43.5	0.04	62.0	0.05
Rural/small town	929.5	661.7	0.38	76.2	0.12	132.0	0.10	137.9	0.22	95.8	0.13

—Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 14A.—Standard errors for number of private schools, students, and teachers, by private school association membership: United States, 1995–96

Association	Number of schools	Students	Teachers
Accelerated Christian Education	105.6	5,540.9	547.4
Alternative School Network	0.0	0.0	0.0
National Coalition of Alternative Community Schools	0.0	0.0	0.0
American Association of Christian Schools	49.2	3,534.7	389.9
American Montessori Society	42.8	773.1	105.1
Other Montessori associations	24.0	1,013.4	123.1
Association of Christian Schools International	51.7	5,085.4	425.5
Association of Military Colleges and Schools	0.0	0.0	0.0
Bilingual School Association	0.0	0.0	0.0
Council of Bilingual Education	—	—	—
Other associations for bilingual education	0.0	0.0	0.0
Christian Schools International	0.0	0.0	0.0
Council for Exceptional Children	0.0	0.0	0.0
National Association of Private Schools for Exceptional Children	24.6	1,131.8	131.2
Other associations for exceptional children	0.0	0.0	0.0
Council of Islamic Schools in North America	0.0	0.0	0.0
National Association for the Education of Young Children	60.8	1,531.5	151.9
Other early childhood education associations	11.4	689.7	67.0
European Council for International Schools	0.0	0.0	0.0
Other associations for international schools	0.0	0.0	0.0
Friends Council on Education	0.0	0.0	0.0
General Conference of the Seventh-Day Adventist Church	0.0	0.0	0.0
National Association of Episcopal Schools	0.0	0.0	0.0
National Association of Independent Schools	17.8	822.1	89.2
National Independent Private School Association	15.0	1,972.6	160.8
Other independent school associations	13.9	328.7	181.2
National Association of Laboratory Schools	0.0	0.0	0.0
National Catholic Educational Association	13.5	5,133.7	262.3
Jesuit Secondary Education Association	0.0	0.0	0.0
National Center for Neighborhood Enterprise	—	—	—
National Federation of Church Schools	—	—	—
National Society of Hebrew Day Schools	0.0	0.0	0.0
Solomon Schechter Day Schools	0.0	0.0	0.0
Other Jewish school associations	7.9	1,298.1	140.6
Oral Roberts University Educational Fellowship	7.9	409.1	50.2
Other Christian school associations	117.7	3,243.8	275.8
Other religious school associations	30.3	853.5	81.5
Other nonreligious school associations	40.4	3,847.9	293.4
None	120.2	12,014.9	931.0

—Too few sample cases for a reliable estimate.

NOTE: Private schools may belong to more than one association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 15A.—Standard errors for percentage distribution of students by racial-ethnic background and percent minority students in private schools, by selected characteristics: 1995–96

Characteristics	White non-Hispanic	Black non-Hispanic	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
Total	**0.17**	**0.06**	**0.06**	**#**	**0.13**	**0.17**
Private school type						
Catholic	0.10	0.06	0.06	#	0.01	0.10
Parochial	0.10	0.01	0.11	#	#	0.10
Diocesan	0.25	0.18	0.06	#	0.04	0.25
Private	0.02	#	0.01	#	#	0.02
Other religious	0.18	0.12	0.11	0.01	0.04	0.18
Conservative Christian	0.35	0.25	0.25	0.01	0.08	0.35
Affiliated	0.13	0.09	0.07	#	0.02	0.13
Unaffiliated	0.34	0.29	0.10	0.02	0.05	0.34
Non-sectarian	0.68	0.18	0.12	#	0.75	0.68
Regular	0.15	0.12	0.08	#	0.05	0.15
Special emphasis	2.55	0.63	0.30	0.01	3.20	2.55
Special education	0.66	0.79	0.28	0.02	0.07	0.66
School level						
Elementary	0.12	0.10	0.08	#	0.01	0.12
Secondary	0.07	0.03	0.03	#	0.02	0.07
Combined	0.48	0.13	0.09	0.01	0.50	0.48
Program emphasis						
Regular elementary, secondary	0.07	0.05	0.05	#	0.01	0.07
Montessori	0.27	0.27	0.13	0.01	0.10	0.27
Special program emphasis	4.78	0.44	0.49	0.02	4.85	4.78
Special education	0.94	0.72	0.34	0.02	0.35	0.94
Vocational/technical	—	—	—	—	—	—
Early childhood	4.28	2.45	1.09	0.01	0.82	4.28
Alternative	0.97	0.74	1.01	0.05	0.12	0.97
Size						
Less than 150	0.30	0.28	0.18	0.01	0.04	0.30
150 to 299	0.19	0.08	0.14	#	0.06	0.19
300 to 499	0.01	0.01	#	#	#	0.01
500 to 749	0.65	0.05	0.08	#	0.76	0.65
750 or more	0.00	0.00	0.00	#	0.00	0.00
Region						
Northeast	0.08	0.08	0.03	#	0.01	0.08
Midwest	0.21	0.17	0.04	#	0.02	0.21
South	0.24	0.15	0.19	0.01	0.02	0.24
West	0.45	0.07	0.14	0.01	0.61	0.45
Community type						
Central city	0.14	0.10	0.10	#	0.01	0.14
Urban fringe/large town	0.29	0.11	0.03	#	0.33	0.29
Rural/small town	0.28	0.23	0.19	0.01	0.02	0.28

—Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 16A.—Standard errors for percentage distribution of private schools by percent minority students and average percent minority students, by selected characteristics: 1995–96

Characteristics	Percent minority students					Average percent minority students
	None	1–9%	10–29%	30–49%	50%+	
Total	**0.44**	**0.36**	**0.37**	**0.15**	**0.34**	**0.28**
Private school type						
Catholic	0.01	0.09	0.18	0.01	0.17	0.13
Parochial	0.01	0.10	0.28	0.01	0.20	0.15
Diocesan	0.03	0.29	0.12	0.04	0.39	0.31
Private	0.01	0.13	0.27	0.04	0.09	0.10
Other religious	0.84	0.70	0.57	0.17	0.47	0.39
Conservative Christian	1.15	1.17	0.96	0.36	0.79	0.52
Affiliated	2.37	1.15	0.65	0.29	0.64	0.73
Unaffiliated	1.02	1.39	1.08	0.19	0.94	0.82
Non-sectarian	0.83	0.50	1.02	0.40	0.89	0.72
Regular	1.32	0.66	1.01	0.48	0.93	0.85
Special emphasis	1.62	1.47	1.75	0.55	1.21	0.99
Special education	0.58	0.58	1.02	0.85	0.90	0.57
School level						
Elementary	0.56	0.36	0.46	0.12	0.42	0.34
Secondary	0.36	0.55	0.49	0.11	0.30	0.19
Combined	0.92	0.81	0.63	0.30	0.61	0.49
Program emphasis						
Regular elementary, secondary	0.52	0.37	0.35	0.13	0.25	0.24
Montessori	2.87	0.92	1.75	0.68	1.02	1.08
Special program emphasis	0.65	2.91	2.98	0.30	2.30	1.89
Special education	1.10	0.55	1.01	0.74	0.94	0.70
Vocational/technical	—	—	—	—	—	—
Early childhood	11.63	2.40	5.76	0.97	5.93	5.52
Alternative	1.68	2.10	2.24	0.70	2.07	1.19
Size						
Less than 150	0.70	0.59	0.63	0.23	0.54	0.44
150 to 299	0.41	0.37	0.18	0.18	0.23	0.20
300 to 499	0.01	0.09	0.13	0.01	0.02	0.01
500 to 749	0.04	0.48	0.25	0.05	0.64	0.58
750 or more	0.00	0.00	0.00	0.00	0.00	0.00
Region						
Northeast	0.18	0.41	0.34	0.19	0.29	0.18
Midwest	1.41	1.02	0.54	0.33	0.51	0.54
South	0.51	0.83	0.86	0.19	0.95	0.68
West	0.55	0.41	0.90	0.59	0.54	0.46
Community type						
Central city	0.10	0.45	0.60	0.15	0.64	0.51
Urban fringe/large town	0.49	0.46	0.54	0.34	0.37	0.28
Rural/small town	1.40	1.31	0.98	0.08	0.80	0.59

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 17A.—Standard errors for private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1995–96

State	Number of schools	Enrollment	Teachers	High school graduates, 1994–95
United States *	251.5	20,481.7	1,618.3	1,008.6
Alabama	0.0	0.0	0.0	0.0
Alaska	0.0	0.0	0.0	0.0
Arizona	39.4	3,180.9	205.4	208.3
Arkansas	49.7	546.6	108.1	0.0
California	50.6	12,385.9	694.7	102.9
Colorado	9.2	146.7	43.5	0.0
Connecticut	13.5	1,022.3	107.4	0.0
Delaware	16.8	1,850.1	147.2	0.0
District of Columbia	0.0	0.0	0.0	0.0
Florida	18.5	2,811.0	336.5	87.8
Georgia	20.1	982.8	116.8	0.0
Hawaii	0.0	0.0	0.0	0.0
Idaho	0.0	0.0	0.0	0.0
Illinois	51.5	1,596.5	194.2	115.0
Indiana	30.2	1,268.7	147.3	181.2
Iowa	26.0	1,041.2	78.1	0.0
Kansas	52.2	775.0	104.8	0.0
Kentucky	68.1	1,995.2	361.5	7.5
Louisiana	108.3	4,944.2	517.2	96.1
Maine	0.0	0.0	0.0	0.0
Maryland	10.7	426.5	64.0	0.0
Massachusetts	38.0	2,935.9	267.6	14.7
Michigan	0.0	0.0	0.0	0.0
Minnesota	35.8	430.1	71.7	0.0
Mississippi	0.0	0.0	0.0	0.0
Missouri	103.8	7,179.1	815.8	151.6
Montana	0.0	0.0	0.0	0.0
Nebraska	61.7	2,034.4	159.8	49.8
Nevada	0.0	0.0	0.0	0.0
New Hampshire	71.7	2,311.3	217.2	35.8
New Jersey	0.0	0.0	0.0	0.0
New Mexico	22.9	2,148.5	114.3	0.0
New York	34.7	936.2	234.1	0.0
North Carolina	37.2	5,583.3	442.3	0.0
North Dakota	0.0	0.0	0.0	0.0
Ohio	124.2	3,673.8	227.6	0.0
Oklahoma	0.0	0.0	0.0	0.0
Oregon	105.8	3,842.7	512.9	76.4
Pennsylvania	27.1	5,848.1	355.5	927.3
Rhode Island	0.0	0.0	0.0	0.0
South Carolina	0.0	0.0	0.0	0.0
South Dakota	0.0	0.0	0.0	0.0
Tennessee	46.9	2,337.0	184.0	27.1
Texas	120.2	6,767.8	717.0	209.1
Utah	27.7	2,439.1	134.4	0.0
Vermont	0.0	0.0	0.0	0.0
Virginia	23.7	782.3	142.2	0.0
Washington	43.5	2,545.9	231.2	0.0
West Virginia	0.0	0.0	0.0	0.0
Wisconsin	0.0	0.0	0.0	0.0
Wyoming	0.0	0.0	0.0	0.0

* NCES employed an area frame sample to account for noninclusion of schools at the national level. However, caution should be exercised in interpreting state by state characteristics since the samples were not designed to represent the states.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 18A.—Standard errors for number and percent of private schools by community type, by selected characteristics: United States, 1995–96

Characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**251.5**		**112.8**		**143.7**		**167.3**	
Private school type								
Catholic	15.5	0.26	19.1	0.36	11.3	0.48	0.0	0.56
Parochial	10.2	0.17	5.8	0.21	4.8	0.26	0.0	0.34
Diocesan	14.4	0.08	12.5	0.14	4.1	0.13	0.0	0.20
Private	3.5	0.03	5.9	0.06	9.4	0.12	0.0	0.03
Other religious	218.8	0.46	94.8	0.55	93.5	0.52	165.8	1.20
Conservative Christian	138.6	0.43	29.6	0.20	51.0	0.37	129.9	1.77
Affiliated	118.1	0.38	30.1	0.28	33.0	0.31	84.1	1.22
Unaffiliated	107.5	0.34	77.8	0.60	59.7	0.50	65.7	1.06
Non-sectarian	117.1	0.37	70.2	0.55	87.7	0.61	54.9	0.93
Regular	57.2	0.19	35.9	0.29	31.0	0.26	17.9	0.36
Special emphasis	71.0	0.24	58.5	0.50	59.4	0.48	44.8	0.73
Special education	30.4	0.10	21.9	0.19	21.4	0.19	6.3	0.12
School level								
Elementary	152.2	0.33	75.0	0.38	61.7	0.59	98.0	1.17
Secondary	26.8	0.11	14.1	0.16	22.7	0.21	0.0	0.18
Combined	152.6	0.37	68.3	0.45	101.6	0.65	118.1	1.23
Program emphasis								
Regular elementary, secondary	197.1	0.39	83.1	0.51	102.6	0.63	131.5	1.09
Montessori	52.9	0.19	33.4	0.27	17.3	#	40.7	0.67
Special program emphasis	29.0	0.10	29.1	0.25	28.8	0.26	0.0	0.03
Special education	37.2	0.12	24.4	0.21	26.1	0.22	6.3	0.13
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	23.6	0.09	15.4	0.13	17.9	0.17	—	—
Alternative	90.6	0.30	40.9	0.34	48.7	0.43	68.2	0.99
Size								
Less than 150	232.2	0.36	105.5	0.47	125.5	0.54	165.0	0.67
150 to 299	55.2	0.23	24.0	0.27	31.7	0.33	27.9	0.57
300 to 499	5.5	0.11	0.0	0.14	5.5	0.17	0.0	0.12
500 to 749	12.8	0.05	4.1	0.07	10.6	0.09	0.0	0.03
750 or more	0.0	0.02	0.0	0.04	0.0	0.03	—	—
Region								
Northeast	51.0	0.25	6.7	0.20	49.3	0.51	20.0	0.59
Midwest	182.9	0.51	93.7	0.72	73.2	0.53	106.8	1.38
South	106.6	0.36	86.9	0.55	71.5	0.60	70.1	1.11
West	119.1	0.37	48.9	0.51	59.9	0.44	106.3	1.56

—Too few sample cases for a reliable estimate.

Standard error is less than .005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 19A.—Standard errors for number and percent of private school students by community type, by selected characteristics: United States, 1995–96

Characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**20,481.7**		**7,013.1**		**16,016.3**		**7,710.4**	
Private school type								
Catholic	5,611.7	0.17	3,692.1	0.15	2,912.4	0.44	0.0	0.47
Parochial	1,212.2	0.11	687.2	0.08	651.7	0.23	0.0	0.28
Diocesan	5,674.2	0.09	3,528.4	0.13	2,785.9	0.17	0.0	0.17
Private	420.3	0.03	124.2	0.02	544.5	0.08	0.0	0.02
Other religious	11,932.4	0.14	4,908.8	0.13	7,815.2	0.20	7,704.0	0.75
Conservative Christian	8,197.7	0.13	3,192.0	0.11	5,321.7	0.17	4,935.5	0.74
Affiliated	3,552.9	0.07	648.7	0.05	1,667.6	0.07	2,411.9	0.39
Unaffiliated	6,680.5	0.12	3,058.6	0.11	3,624.9	0.18	5,398.8	0.81
Non-sectarian	8,771.8	0.13	3,789.3	0.14	9,820.0	0.39	1,345.0	0.34
Regular	3,306.1	0.07	2,932.5	0.10	1,009.7	0.08	537.5	0.24
Special emphasis	7,010.9	0.13	2,853.2	0.12	9,296.1	0.44	742.9	0.13
Special education	2,262.3	0.04	859.7	0.03	2,099.5	0.10	750.8	0.13
School level								
Elementary	5,900.5	0.21	4,709.5	0.12	4,023.3	0.48	2,317.9	0.61
Secondary	3,614.4	0.08	578.6	0.05	3,567.8	0.18	0.0	0.15
Combined	17,940.1	0.26	4,222.5	0.13	14,825.1	0.56	7,076.1	0.73
Program emphasis								
Regular elementary, secondary	12,781.4	0.20	6,046.7	0.11	8,193.5	0.43	6,461.5	0.62
Montessori	1,296.6	0.03	1,279.1	0.05	687.8	0.03	706.5	0.12
Special program emphasis	7,774.8	0.15	1,237.7	0.05	8,842.5	0.43	0.0	0.01
Special education	2,896.5	0.05	1,919.0	0.08	2,105.9	0.10	750.8	0.13
Vocational/technical	—	—	—	—	—	—	—	—
Early childhood	608.7	0.01	204.4	0.01	573.3	0.03	—	—
Alternative	4,649.1	0.09	2,083.8	0.08	1,621.2	0.08	3,705.0	0.62
Size								
Less than 150	8,612.0	0.16	4,255.6	0.15	5,513.1	0.24	5,696.1	0.69
150 to 299	12,191.9	0.16	5,178.3	0.16	7,499.7	0.20	5,196.6	0.70
300 to 499	1,951.7	0.10	0.0	0.07	1,951.7	0.21	0.0	0.23
500 to 749	8,133.7	0.12	2,151.2	0.09	7,038.7	0.25	0.0	0.08
750 or more	0.0	0.05	0.0	0.05	0.0	0.09	—	—
Region								
Northeast	5,867.9	0.13	2,184.2	0.09	4,587.8	0.29	878.2	0.26
Midwest	7,853.0	0.10	5,299.5	0.19	2,787.6	0.14	3,142.3	0.57
South	7,686.9	0.15	5,374.3	0.16	3,563.6	0.23	5,830.8	0.73
West	11,502.1	0.17	3,132.6	0.14	12,890.1	0.50	3,848.0	0.62

—Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Appendix B. Values and Standard Errors for Kindergarten-terminal Schools

Table 1B.—Number and percent of kindergarten-terminal[1] private schools, students, and FTE teachers, by selected characteristics: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**7,249**	**100.0 %**	**114,553**	**100.0 %**	**14,330**	**100.0 %**
Private school type						
Catholic	158	2.2 %	3,631	3.2 %	392	2.7 %
Parochial	41 [2]	0.6 [2]	881 [2]	0.8 [2]	88	0.6
Diocesan	—	—	—	—	—	—
Private	104	1.4	2,400	2.1	266	1.9
Other religious	2,001	27.6 %	36,295	31.7 %	4,259	29.7 %
Conservative Christian	168	2.3	3,044	2.7	330	2.3
Affiliated	393	5.4	7,170	6.3	952	6.6
Unaffiliated	1,440	19.9	26,082	22.8	2,977	20.8
Non-sectarian	5,089	70.2 %	74,627	65.2 %	9,679	67.5 %
Regular	3,775	52.1	57,101	49.9	6,504	45.4
Special emphasis	1,300	17.9	17,378	15.2	3,128	21.8
Special education	—	—	—	—	—	—
School level						
Elementary	7,249	100.0 %	114,553	100.0 %	14,330	100.0 %
Secondary	0	0.0	0	0.0	0	0.0
Combined	0	0.0	0	0.0	0	0.0
Program emphasis						
Regular elementary, secondary	1,184	16.3 %	19,986	17.5 %	1,855	12.9 %
Montessori	1,249	17.2	16,454	14.4	3,172	22.1
Special program emphasis	47 [2]	0.6 [2]	931 [2]	0.8 [2]	134 [2]	0.9 [2]
Special education	16	0.2	164	0.1	55	0.4
Vocational/technical	0	0.0	0	0.0	0	0.0
Early childhood	4,540	62.6	73,657	64.3	8,791	61.3
Alternative	214	3.0	3,362 [2]	2.9 [2]	324	2.3
Size						
Less than 150	7,243	99.9 %	113,362	99.0 %	14,298	99.8 %
150 to 299	—	—	—	—	—	—
300 to 499	—	—	—	—	—	—
500 to 749	0	0.0	0	0.0	0	0.0
750 or more	0	0.0	0	0.0	0	0.0
Region						
Northeast	2,098	28.9 %	31,173	27.2 %	4,035	28.2 %
Midwest	1,212	16.7	19,100	16.7	2,465	17.2
South	2,194	30.3	35,887	31.3	4,331	30.2
West	1,745	24.1	28,393	24.8	3,499	24.4
Community type						
Central city	3,229	44.5 %	52,119	45.5 %	6,931	48.4 %
Urban fringe/large town	3,286	45.3	52,079	45.5	6,337	44.2
Rural/small town	734 [2]	10.1 [2]	10,355 [2]	9.0 [2]	1,062 [2]	7.4 [2]

—Too few sample cases for a reliable estimate.

[1] School in which the highest grade is kindergarten.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in 2B.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

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Table 2B.—Standard errors for number and percent of kindergarten-terminal* private schools, students, and FTE teachers, by selected characteristics: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	474.0		6,125.0		629.6	
Private school type						
Catholic	21.5	0.29	319.4	0.30	38.1	0.26
Parochial	13.6	0.18	236.2	0.21	15.1	0.10
Diocesan	—	—	—	—	—	—
Private	11.8	0.16	159.7	0.16	29.6	0.21
Other religious	157.9	1.96	2,862.6	2.11	260.4	1.54
Conservative Christian	18.8	0.29	274.6	0.25	18.8	0.16
Affiliated	15.1	0.33	184.9	0.32	18.9	0.26
Unaffiliated	146.2	1.74	2,747.4	2.03	248.9	1.47
Non-sectarian	403.9	1.95	5,010.3	2.07	515.4	1.50
Regular	363.8	2.23	4,731.0	2.25	467.7	1.70
Special emphasis	66.6	0.94	954.6	0.96	93.6	0.84
Special education	—	—	—	—	—	—
School level						
Elementary	474.0	0.00	6,125.0	0.00	629.6	0.00
Secondary	0.0	0.00	0.0	0.00	0.0	0.00
Combined	0.0	0.00	0.0	0.00	0.0	0.00
Program emphasis						
Regular elementary, secondary	89.5	0.88	1,754.8	1.22	136.8	0.75
Montessori	53.2	0.97	600.0	0.82	66.0	0.84
Special program emphasis	24.0	0.33	447.1	0.38	74.2	0.51
Special education	0.0	0.01	0.0	0.01	0.0	0.02
Vocational/technical	0.0	0.00	0.0	0.00	0.0	0.00
Early childhood	367.0	1.47	4,846.0	1.56	490.8	1.11
Alternative	53.2	0.69	867.7	0.74	72.2	0.49
Size						
Less than 150	474.0	-2.00	6,125.0	0.06	629.6	0.01
150 to 299	—	—	—	—	—	—
300 to 499	—	—	—	—	—	—
500 to 749	0.0	0.00	0.0	0.00	0.0	0.00
750 or more	0.0	0.00	0.0	0.00	0.0	0.00
Region						
Northeast	393.0	4.01	4,880.7	3.24	502.5	2.63
Midwest	153.5	2.04	2,204.5	1.88	263.9	1.79
South	202.7	2.68	2,967.9	2.34	325.4	1.97
West	61.4	1.70	1,393.9	1.72	142.0	1.52
Community type						
Central city	192.3	3.08	2,976.2	2.76	331.7	2.40
Urban fringe/large town	226.2	2.50	3,200.2	2.32	358.1	1.96
Rural/small town	308.8	3.76	3,825.8	2.98	355.1	2.25

—Too few sample cases for a reliable estimate.

*School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96

Table 3B.—Number and percent of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by selected characteristics: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**34,934**	**100.0 %**	**5,146,753**	**100.0 %**	**376,239**	**100.0 %**
Private school type						
Catholic	8,406	24.1 %	2,522,836	49.0 %	141,333	37.6 %
Parochial	4,920	14.1	1,370,878	26.6	71,347	19.0
Diocesan	2,529	7.2	813,991	15.8	45,506	12.1
Private	957	2.7	337,967	6.6	24,479	6.5
Other religious	15,082	43.2 %	1,780,087	34.6 %	140,772	37.4 %
Conservative Christian	5,277	15.1	708,591	13.8	53,395	14.2
Affiliated	4,069	11.7	597,469	11.6	47,979	12.8
Unaffiliated	5,736	16.4	474,027	9.2	39,398	10.5
Non-sectarian	11,447	32.8 %	843,830	16.4 %	94,134	25.0 %
Regular	6,422	18.4	569,357	11.1	58,166	15.5
Special emphasis	3,725	10.7	192,051	3.7	22,152	5.9
Special education	1,300	3.7	82,423	1.6	13,816	3.7
School level						
Elementary	23,992	68.7 %	2,949,801	57.3 %	190,478	50.6 %
Secondary	2,533	7.3	811,422	15.8	59,880	15.9
Combined	8,409	24.1	1,385,531	26.9	125,881	33.5
Program emphasis						
Regular elementary, secondary	23,292	66.7 %	4,641,717	90.2 %	315,497	83.9 %
Montessori	2,509	7.2	89,922	1.8	10,677	2.8
Special program emphasis	686	2.0	114,632	2.2	11,007	2.9
Special education	1,467	4.2	92,432	1.8	15,457	4.1
Vocational/technical	—	—	—	—	—	—
Early childhood	4,659	13.3	78,471	1.5	9,133	2.4
Alternative	2,310	6.6	128,146	2.5	14,354	3.8
Size						
Less than 150	23,086	66.1 %	1,039,207	20.2 %	107,824	28.7 %
150 to 299	6,671	19.1	1,444,024	28.1	97,276	25.9
300 to 499	3,188	9.1	1,211,832	23.6	76,830	20.4
500 to 749	1,333	3.8	790,747	15.4	49,810	13.2
750 or more	657	1.9	660,942	12.8	44,498	11.8
Region						
Northeast	8,468	24.2 %	1,320,528	25.7 %	102,033	27.1 %
Midwest	8,720	25.0	1,367,836	26.6	88,553	23.5
South	10,232	29.3	1,480,572	28.8	117,562	31.3
West	7,515	21.5	977,817	19.0	68,091	18.1
Community type						
Central city	14,586	41.8 %	2,544,658	49.4 %	180,686	48.0 %
Urban fringe/large town	13,611	39.0	2,020,109	39.3	147,730	39.3
Rural/small town	6,738	19.3	581,987	11.3	47,823	12.7

—Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

*School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Table 4B.—Standard errors for number and percent of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by selected characteristics: United States, 1995–96

Characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**605.2**		**23,166.6**		**1,905.2**	
Private school type						
Catholic	31.6	0.39	5,715.0	0.18	380.2	0.15
Parochial	17.0	0.24	1,235.0	0.12	92.3	0.10
Diocesan	14.4	0.11	5,674.2	0.09	359.6	0.07
Private	8.4	0.04	260.7	0.03	6.5	0.03
Other religious	283.5	0.73	12,299.8	0.15	1,144.4	0.19
Conservative Christian	138.8	0.43	8,241.7	0.13	863.1	0.19
Affiliated	119.1	0.33	3,575.1	0.07	275.0	0.07
Unaffiliated	192.4	0.48	7,204.6	0.13	610.8	0.15
Non-sectarian	491.5	0.95	11,924.7	0.18	1,027.6	0.20
Regular	402.0	0.90	6,720.5	0.11	655.6	0.14
Special emphasis	107.9	0.22	7,083.1	0.12	415.3	0.09
Special education	30.4	0.09	2,262.3	0.04	266.0	0.07
School level						
Elementary	544.1	0.50	9,402.3	0.20	918.6	0.19
Secondary	26.8	0.10	3,614.4	0.07	211.8	0.07
Combined	152.6	0.47	17,940.1	0.25	1,376.0	0.24
Program emphasis						
Regular elementary, secondary	226.5	0.89	13,091.3	0.23	1,129.2	0.25
Montessori	73.8	0.20	1,392.8	0.03	168.6	0.04
Special program emphasis	39.5	0.11	7,999.3	0.15	363.5	0.09
Special education	37.2	0.10	2,896.5	0.05	346.3	0.08
Vocational/technical	—	—	—	—	—	—
Early childhood	385.4	0.90	5,343.3	0.10	513.4	0.13
Alternative	119.3	0.30	5,031.1	0.10	530.7	0.14
Size						
Less than 150	582.2	0.54	11,252.1	0.18	1,140.5	0.21
150 to 299	55.2	0.31	12,191.9	0.16	1,001.8	0.19
300 to 499	5.5	0.16	1,951.7	0.11	112.3	0.10
500 to 749	12.8	0.06	8,133.7	0.11	366.2	0.07
750 or more	0.0	0.03	0.0	0.06	0.0	0.06
Region						
Northeast	436.1	0.99	9,473.7	0.17	711.1	0.19
Midwest	291.9	0.73	9,664.3	0.12	1,095.4	0.22
South	241.5	0.68	8,024.4	0.16	824.3	0.21
West	168.6	0.52	11,343.2	0.16	723.5	0.15
Community type						
Central city	231.5	0.76	7,693.6	0.20	722.9	0.22
Urban fringe/large town	331.7	0.67	18,214.3	0.22	1,384.7	0.24
Rural/small town	363.2	0.81	8,850.2	0.16	837.4	0.20

—Too few sample cases for a reliable estimate.

*School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1995–96.

Appendix C. Item Response Rates

Table 1C.—Private school survey unweighted item response rates: 1995–96

Item number	Response rate	Number of responses	Number in universe
5a	97.2 %	1,887	1,941
5b	98.6	9,628	9,760
5c	98.6	1,023	1,038
5d	98.5	16,884	17,135
5e	96.9	529	546
5f	98.1	18,603	18,964
5g	98.0	18,307	18,679
5h	98.0	18,119	18,498
5i	98.0	17,775	18,147
5j	97.9	17,591	17,960
5k	97.9	17,134	17,500
5l	97.8	15,643	16,003
5m	97.8	15,459	15,814
5n	96.5	7,257	7,517
5o	92.4	6,498	7,029
5p	92.0	6,043	6,567
5q	91.8	5,789	6,304
6	98.5	23,733	24,101
7a	99.8	24,063	24,101
7b	74.0	12,833	17,353
7c	76.0	13,185	17,353
8a	99.8	24,053	24,101
8b	96.2	6,264	6,509
8c	93.9	6,105	6,503
8d	84.9	5,324	6,271
9a	87.5	21,094	24,101
9b	67.5	16,263	24,101
9c	65.6	15,806	24,101
9d	63.6	15,337	24,101
9e	58.1	13,996	24,101
10	96.7	23,300	24,101
11a	98.6	23,753	24,101
11b	98.6	23,753	24,101
12a	99.1	23,879	24,101
12b	94.5	22,764	24,101
12c	95.7	23,067	24,101
12d	94.7	22,832	24,101
12e	93.9	22,632	24,101
12f	93.3	22,477	24,101
13a	97.4	23,470	24,101
13b	90.7	1,334	1,470
14	99.6	24,008	24,101
15a	99.6	24,001	24,101
15b	92.9	17,506	18,841
15c	99.4	18,730	18,841
15d	95.3	7,606	7,983
16	97.3	23,451	24,101
17	96.5	23,251	24,101

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Appendix D. Private School Survey Questionnaire

NOTICE – This report is authorized by law (20 U.S. Code 1221e-1). OMB No. 1850-0641: Approval Expires 09/30/98

FORM **PSS-1**
(8-14-95)

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

PRIVATE SCHOOL SURVEY

1995–96 SCHOOL YEAR

Conducted by: U.S. Department of Commerce, Bureau of the Census

SECOND
MAILING

PLEASE NOTE:

The 1995–96 Private School Survey is intended to include all private –

▶ **SCHOOLS that teach ANY of the following –**

- **Any** of grades 1 – 12
- Transitional first (or prefirst) grade – extra year of school for children who have attended kindergarten but have been judged not ready for first grade
- Kindergarten – traditional year of school primarily for 5-year olds prior to first grade
- Transitional (or readiness) kindergarten – extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten

▶ **EARLY CHILDHOOD PROGRAMS AND DAY CARE CENTERS that have ANY of the following –**

- Transitional first (or prefirst) grade
- Kindergarten
- Transitional (or readiness) kindergarten

For example:

An early childhood center that has a nursery school, a prekindergarten program, and a kindergarten would be eligible for this survey, since it includes a kindergarten.

An early childhood center that has a nursery school and a prekindergarten program would NOT be eligible for this survey, since it does not include a kindergarten.

For questions regarding this survey, please call the Census Bureau at 1–800–221–1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

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DEAR ADMINISTRATOR:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 1995-96 Private School Survey. The U.S. Bureau of the Census is conducting the survey for NCES by the authority of Sections 406(b) and (c) of the General Education Provisions Act, as amended (20 USC 1221e-1).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this data collection effort is to obtain current information about private schools such as type of school, length of school year, number of students and teachers, and number of high school graduates, if any. We will use the data to develop a profile of the providers of private education in the United States.

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 1995-96 Private School Survey includes all private schools, early childhood programs, and day care centers that have students enrolled in a kindergarten or *any* of grades 1-12.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Private schools are a significant segment of the nation's educational system. Results from previous surveys show that approximately 24 percent of all elementary and secondary schools in the United States are private and that these schools enroll approximately 11 percent of the nation's children and employ 12 percent of the nation's teachers. The National Center for Education Statistics has instituted this survey in recognition of the importance of private education in the United States.

While there is no penalty for not responding, a high response rate is very important to the success of the survey. We encourage you to participate in this voluntary survey.

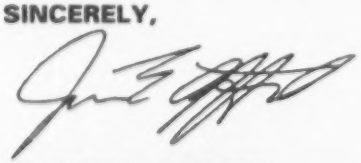
WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Mail your completed questionnaire in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,



JEANNE E. GRIFFITH
ACTING COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS

INFORMATION ABOUT REPORTING BURDEN

The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4641. If you have any comments or concerns regarding the status of *your individual submission* of this form, write directly to:

National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5651

1. Please print your name, title, and telephone number in case we have questions about any of your responses.

YOUR NAME

_____

TITLE

_____

AREA CODE TELEPHONE NUMBER

		–			–				

BEST DAYS OF THE WEEK AND TIME TO REACH YOU

DAYS TIME

_____ : _____

2. If any of the following statements are true for the school/program named on the address label on the front of this questionnaire, please mark the appropriate box(es).

Mark (X) all that apply.

100 1 ☐ This school/program is no longer in operation. – *Please report closing date.*→ _____

105 1 ☐ The institution or organization named on the address label on the front of this questionnaire is not a school, and is not an early childhood program that offers kindergarten. – *Please explain.* ✍

_____

110 1 ☐ This school/program teaches ONLY ADULT EDUCATION or POSTSECONDARY (beyond grade 12) students.

115 1 ☐ This school/program teaches ONLY PREKINDERGARTEN-AGE CHILDREN (such as Head Start, prekindergarten, or nursery school).

120 1 ☐ This is a before- or after-school program ONLY for children who attend school at another facility.

125 1 ☐ This program provides family day care, but does not offer a kindergarten program.

130 1 ☐ The school/program named on the address label on the front of this questionnaire is a public school/program, not a private school/program. – *Please describe this school/program, e.g., state school for the deaf, Department of Defense school, local public school, etc.* ✍

_____

3. If you marked any of the statements in item 2 above, do not complete this questionnaire. Please return it in the enclosed envelope to:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you did not mark any of the statements in item 2 above, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. To help you with this, please record the current time. ✍

_____

INSTRUCTIONS

We suggest using a pencil to answer this questionnaire.

If you have any questions, please call the Census Bureau at 1–800–221–1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please return this questionnaire within 2 weeks in the enclosed envelope.

5. How many students were enrolled in each of the following grade levels around the first of October?

Report only for the school named on the address label on the front of this questionnaire.

Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school/program.

Mark the box for each grade level in which students are enrolled, and enter the number enrolled to the right.

Grade levels	Grades offered around October 1, 1995	Enrollment around October 1, 1995
a. Ungraded (including ungraded special education students)	135 1☐	140
b. Nursery and prekindergarten	145 1☐	150
c. Transitional (or readiness) kindergarten *(extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten)*	155 1☐	160
d. Kindergarten *(traditional year of school primarily for 5-year olds prior to first grade)*	165 1☐	170
e. Transitional first (or prefirst) grade *(extra year of school for children who have attended kindergarten but have been judged not ready for first grade)*	175 1☐	180
f. 1st	185 1☐	190
g. 2nd	195 1☐	200
h. 3rd	205 1☐	210
i. 4th	215 1☐	220
j. 5th	225 1☐	230
k. 6th	235 1☐	240
l. 7th	245 1☐	250
m. 8th	255 1☐	260
n. 9th	265 1☐	270
o. 10th	275 1☐	280
p. 11th	285 1☐	290
q. 12th	295 1☐	300

6. What was the total number of students enrolled in this school/program around the first of October?

Please sum lines 5(a) through 5(q).

305 _____ Students

7a. Around the first of October, did this school/program offer a TRANSITIONAL kindergarten, a KINDERGARTEN, or a TRANSITIONAL FIRST grade program?

310 1☐ Yes
2☐ No → ***GO to item 8a.***

b. How long is the school day for a transitional kindergarten, kindergarten, or transitional first grade student? – *Mark (X) only one box.*

315 1☐ Full day (4 hours or more per day)
2☐ Half day (less than 4 hours per day)
3☐ Both offered

c. How many days per week does a transitional kindergarten, kindergarten, or transitional first grade student attend?

If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

320 _____ Days per week

8a. Last school year (1994 – 1995), were any students enrolled in 12th grade?

325 1 ☐ Yes
2 ☐ No → ***GO to item 9.***

b. How many students were enrolled in 12th grade?

330 _____ 12th graders

c. How many students graduated from the 12th grade last year?

Include 1995 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

335 0 ☐ None → ***GO to item 9.***
OR

_____ Graduates

d. How many of last year's graduates applied to two-year or four-year colleges?

340 0 ☐ None or _____ Graduates

INSTRUCTIONS FOR ITEM 9

Do not *include nursery, prekindergarten, postsecondary, or adult education students, or children who are enrolled only in day care at this school/program.*

9. Around the first of October, how many students were:

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

345 0 ☐ None or _____ Students

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

350 0 ☐ None or _____ Students

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

355 0 ☐ None or _____ Students

d. Black, not of Hispanic origin?

360 0 ☐ None or _____ Students

e. White, not of Hispanic origin?

365 0 ☐ None or _____ Students

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10. How many days are in the school year for students in this school/program?

370 _____ Days per year

11. How long is the school day for students in this school/program?

Report BOTH hours and minutes, e.g., "5" hours and "45" minutes, "6" hours and "0" minutes, etc. If the length of day varies by grade level, record the longest day.

375 _____ Hours AND 380 _____ Minutes

INSTRUCTIONS AND AN EXAMPLE FOR ITEM 12

In item 12, we ask for the number of teachers in grades K – 12 by the amount of time they teach at THIS school.

Example:

The following is an example to illustrate how to report teachers in this item for a school/program that includes prekindergarten through grade 8.

If this school/program has eight full-time teachers for grades 1–8, one full-time teacher who teaches kindergarten 1/2 time and prekindergarten 1/2 time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 12 as follows:

0☐None or 8 Full-time teachers

0☒None or _____ Teach at least ¾ time but less than full time

0☐None or 2 Teach at least ½ time but less than ¾ time

This number includes the one full-time teacher who teaches kindergarten ½ time and prekindergarten ½ time. The time he/she spends teaching prekindergarten is not counted in item 12.

This number also includes the physical education teacher who teaches three days a week.

0☐None or 1 Teach at least ¼ time but less than ½ time

This includes the music teacher who teaches two days a week.

0☐None or 1 Teach less than ¼ time

This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 12.

12 **TOTAL TEACHERS**

12. Around October 1, 1995, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Consider only the amount of time an individual works as a teacher during a typical week at THIS school/program.

Include:

- Regular classroom teachers;
- Teachers who teach subjects such as music, art, physical education, and special education;
- A teaching principal/administrator who teaches a regularly scheduled class at this school.

Do NOT include:

- Teachers who teach only nursery, prekindergarten, postsecondary, or adult education;
- Student teachers, teacher aides, day care aides, or short-term substitute teachers;
- Counselors, library media specialists/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school/program.

385 0☐None or _____ Full-time teachers

390 0☐None or _____ Teach at least 3/4 time but less than full time

395 0☐None or _____ Teach at least 1/2 time but less than 3/4 time

400 0☐None or _____ Teach at least 1/4 time but less than 1/2 time

405 0☐None or _____ Teach less than 1/4 time

410 _____ **TOTAL TEACHERS**

13a. What type of school/program is this?

Mark (X) only one box.

415
- 1☐REGULAR elementary or secondary (e.g., a school/program that has only kindergarten, a K–12 school, a K–8 school, a 7–12 school, a 9–12 school, a 1–8 school, etc.)
- 2☐MONTESSORI
- 3☐Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.
- 4☐SPECIAL EDUCATION – primarily serves students with disabilities.
- 5☐VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations.
- 6☐EARLY CHILDHOOD PROGRAM/DAY CARE CENTER

→ GO to item 14

- 7☐ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school.

b. Is a major role of this school/program to support home schooling?

420
- 1☐Yes
- 2☐No

14. Is this school/program located in a private home that is used primarily as a family residence?

425
- 1☐Yes
- 2☐No

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15a. Does this school/program have a religious orientation, purpose, or affiliation?

430
1 ☐ Yes
2 ☐ No → *GO to item 16.*

b. Is this school/program formally affiliated with a national religious denomination?

435
1 ☐ Yes
2 ☐ No

c. What is this school's/program's religious orientation or affiliation?

Mark (X) only one box.

440
1 ☐ Roman Catholic
2 ☐ Amish
3 ☐ Assembly of God
4 ☐ Baptist
5 ☐ Calvinist
6 ☐ Christian (no specific denomination)
7 ☐ Church of Christ
8 ☐ Church of God
9 ☐ Disciples of Christ
10 ☐ Episcopal
11 ☐ Friends
12 ☐ Greek Orthodox
13 ☐ Islamic
14 ☐ Jewish
15 ☐ Latter Day Saints
16 ☐ Lutheran Church -- Missouri Synod
17 ☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
18 ☐ Wisconsin Evangelical Lutheran Synod
19 ☐ Other Lutheran
20 ☐ Mennonite
21 ☐ Methodist
22 ☐ Pentecostal
23 ☐ Presbyterian
24 ☐ Seventh-Day Adventist
25 ☐ Other –*Specify* _____

Answer item d only if you marked "Roman Catholic" for item 15c above.

d. Which of the following categories best describes this school/program?

Mark (X) only one box.

445
1 ☐ Parochial (or inter-parochial)
2 ☐ Diocesan
3 ☐ Private

16. To which of the following associations or organizations does this school/program belong?

Mark (X) all that apply.

450 1☐Accelerated Christian Education
455 2☐Alternative School Network
460 3☐National Coalition of Alternative Community Schools
465 4☐American Association of Christian Schools
470 5☐American Montessori Society
475 6☐Other Montessori association(s)
480 7☐Association of Christian Schools International
485 8☐Association of Military Colleges and Schools
490 9☐Bilingual School Association
495 10☐Council of Bilingual Education
500 11☐Other association(s) for bilingual education
505 12☐Christian Schools International
510 13☐Council for Exceptional Children
515 14☐National Association of Private Schools for Exceptional Children
520 15☐Other association(s) for exceptional children
525 16☐Council of Islamic Schools in North America
530 17☐National Association for the Education of Young Children
535 18☐Other early childhood education association(s)
540 19☐European Council for International Schools
545 20☐Other association(s) for international schools
550 21☐Friends Council on Education
555 22☐General Conference of the Seventh-Day Adventist Church
560 23☐National Association of Episcopal Schools
565 24☐National Association of Independent Schools
570 25☐National Independent Private School Association
575 26☐Other independent school association(s)
580 27☐National Association of Laboratory Schools
585 28☐National Catholic Educational Association
590 29☐Jesuit Secondary Education Association
595 30☐National Center for Neighborhood Enterprise
600 31☐National Federation of Church Schools
605 32☐National Society of Hebrew Day Schools
610 33☐Solomon Schechter Day Schools
615 34☐Other Jewish school association(s)
620 35☐Oral Roberts University Educational Fellowship
625 36☐Other Christian school association(s)
630 37☐Other religious school association(s)
635 38☐Other nonreligious school association(s)
640 0☐NONE OF THE ABOVE

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17. **In what year was this school/program founded?**

645 ☐☐☐☐
Year

18. **Not counting interruptions, how many minutes did it take to complete this questionnaire?**

650 _____
Minutes

19. **Please record the date you completed this form.**

655 ☐☐ ☐☐ 19☐☐
Month Day Year

20. **Please verify this school's/program's name and address that are printed on the front page of this questionnaire. If the name and address on the label are correct, mark the box below.**

1 ☐ Name and address on front page are correct.

If any part of the name and address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.

(a) School/program name

_____

(b) Address – Number and street

_____

(c) City _____ State _____ ZIP Code _____

Notes

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR PARTICIPATING IN THIS IMPORTANT SURVEY. YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

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